



National Black Association for Speech-Language and Hearing



NBASLH Convention

April 14-16, 2016

Westin Virginia Beach Town Center
Virginia Beach, Virginia

ON-SITE PROGRAM

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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 #IAmNBASLH when sharing on social media!



facebook

Letter from the Chair

It is my pleasure to welcome you to the National Black Association for Speech-Language and Hearing (NBASLH) Annual Convention here in Virginia Beach, Virginia. As you know, our Convention theme is ***Celebrating Diversity in Research and Clinical Practice***. This year's Convention theme was chosen with the hopes of empowering you as members of NBASLH to embrace diversity and promote professional standards in the field of communication sciences and disorders. With that said, we all come to the NBASLH Conventions for various reasons – some of you have come to celebrate, others have come to educate and, lastly, my favorite group which is those of us that have come to rejuvenate. Whatever your reason is for attending this year's Convention, I hope that you take advantage of all of the necessary resources found in this Convention On-Site Program to actively participate in the NBASLH Convention experience.

Our newly appointed Convention Co-Chairs, Dr. Jessica Sullivan and Ms. Hadiya Coppedge have worked diligently to provide us with a program schedule that encourages acquiring continuing education as much as partaking in spirited social interactions. They have designed a stimulating Convention experience that includes a variety of presentations that emphasize diversity and encompass all aspects of our professions. Regardless of your level of professional experience, you will have the opportunity here at this Convention to gain knowledge of cutting edge research from our highlighted speakers; learn new advanced clinical skills and/or enhance your use of evidence-based techniques from excellent professionals; and lastly, gain a better understanding of professional practice issues and developing trends in speech-language pathology and audiology. Keep in mind after gathering all of that specialized information, you will still have time to engage in friendly fellowship and networking with your colleagues and peers.

Here are just a few Convention planning reminders ... first, please plan to attend the Donn Bailey Presentation. This highlighted session is one where we continue to honor one of our founding members of NBASLH, Dr. Donn F. Bailey. This year's session is *Gender Differences of Narratives From African American Preschoolers' Self-Generated Stories* and it will be held on Thursday from 4:45 pm-5:45 pm. You don't want to miss this awesome presentation. After the Donn Bailey lecture, make sure to come to the Opening Session from 6:00 pm-7:00 pm. During the Opening Session, you will be inspired by our highlighted speaker Attorney Vivian Henderson, witness the exchange of the Passing of the Torch and have our first formal opportunity to meet and greet each other as a part of the Opening Reception. Also, on Friday, it is our time to 'shine bright like diamonds' as we gather for the annual NBASLH Awards Dinner. We are planning a special way to congratulate and feature all of the NBASLH award recipients. Again, you do not want to miss this special event. Additionally, please do not forget to support our student fundraiser by purchasing our latest NBASLH t-shirt. Remember to show your NBASLH pride by wearing your t-shirt on Saturday. Additionally, on Saturday evening do not plan to hit the beach just yet, because we will have our new Farewell Social which will include our Highlighted Poster session from 4:30 pm-5:30 pm.

Lastly, I am excited to welcome so many new exhibitors and sponsors to the NBASLH Convention experience. I would like to publicly acknowledge and thank each of you for deciding to showcase your company and/or services at our Convention. In addition, I want to say to all exhibitors and sponsors that we truly appreciate your support of NBASLH, and we look forward to many more years of partnership.

So, I end this greeting by saying that Virginia's state slogan is "Virginia is for Lovers," so let us all celebrate our love of NBASLH and embrace ***Diversity in Research and Clinical Practice***.



Rachel Williams

Rachel Williams, PhD, CCC-SLP
NBASLH Chair

NBASLH Cares

NBASLH Partners with NAACP of Portsmouth for 2016 Literacy Campaign



While our Convention will be hosted in the city of Virginia Beach, the neighboring city of Portsmouth is a local area of need. The NAACP Reads program seeks to improve early literacy in students from Pre-K to third grade in the Portsmouth area. To support their efforts we are planning to have a book drive to increase the access to book for children grades Pre-K through third in the Portsmouth area.

To participate in the NBASLH Cares project, you may donate either books or cash.

You can still donate by buying a book while you are at the Convention or donating cash, and NBASLH will do the shopping for you.

Turn your items into the NBASLH Office by 12:00 Saturday.



Welcome from the Convention Chairs

On behalf of the National Black Association of Speech-Language and Hearing, we would like to welcome you to the 2016 NBASLH Convention in Virginia Beach, Virginia! Our theme this year is ***Celebrating Diversity in Research and Clinical Practice***. This is an exciting time in our profession as we approach the 38th year of the NBASLH Convention, which is sure to be one of the most memorable and exciting Conventions to date. In addition, we hope to attract new Convention attendees from other professions that share our interest within the field of communication disorders to include deaf educators, linguists and hearing scientists.

We are thrilled that we have 20 hours of CEUs to offer overall and a variety of topics! In addition, we have an increase in student participation in the doctoral and student research forums. This coincides with an increase in student travel awards and scholarships. In addition, we have several new exhibitors and sponsors as well as many of our long-standing partners so, we encourage you to stop by the exhibitors and thank them for supporting NBASLH. While in the Exhibit Hall, stop by the photo booth to get a new professional headshot. A portion of the proceeds will be donated to NBASLH.

Here are some highpoints: Our highlighted speakers truly reflect a celebration of diversity in research and clinical practice and offer attendees depth and breadth of topics across the life span as well as our profession. We have added a special session, *Pathways to Funding*, with several funding agencies to discuss grant opportunities for researchers at all levels. The annual *Donn Bailey Lecture* is on Thursday afternoon and will highlight language and culture in the education of African-American students from pre-k to college. Our opening session and reception are excellent opportunities for new attendees to get a first-look at what makes NBASLH special. Old Dominion University's Darden College of Education and the Department of Communication Disorders and Special Education are sponsoring the first annual highlighted poster session and farewell reception, which will feature the eight top-rated posters.

Even with all the new changes, we left the heart and soul of NBASLH Convention intact in 2016. We will be looking for you at the annual awards banquet on Friday night and the mentored/student luncheon on Saturday afternoon. This year's dancing and desserts will be sponsored by Hampton University! That's just a sample of what we believe is a dynamic program and fun-filled networking opportunities that has a little something for everyone!

We hope you enjoy NBASLH 2016,



Hadiya Coppedge
Hadiya Coppedge, MA, CCC-SLP
NBASLH Convention Co-Chair



Jessica Sullivan
Jessica Sullivan, PhD
NBASLH Convention Co-Chair

Mark your calendar for the 2017 NBASLH Convention

April 6-8
Sheraton Atlanta Hotel
Atlanta, Georgia



Call for Papers deadline for the 2017 Convention is
November 11, so start thinking about your presentation today.

Remember

A Record-Keeping Process for Everyone to Follow!



Report Your Continuing Education Hours for ASHA or Just for NBASLH Record Keeping, Using the 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 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 2, 2016.**



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 2, 2016.

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



2016 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 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 2, 2016.

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

| Day | Time | Title | | Attended ✓ | CEUs |
|----------|-----------------|-----------------------------------|---|---------------|------|
| THURSDAY | 1:00pm-2:00pm | Seminar 1 | ASHA/PAHO Collaboration: Building Capacity in Three Countries | | 0.10 |
| | | Seminar 2 | A Model for Identifying Pragmatics in Culturally Linguistically Diverse Populations | | 0.10 |
| | 1:00pm-3:00pm | Seminar 3 | Paradigm Shift: Interprofessionalism and Enhanced Continuum of Service Delivery | | 0.20 |
| | 1:15pm-2:15pm | Seminar 4 | Overview of the Guidelines for the Clinical Doctorate in Speech-Language Pathology | | 0.10 |
| | 2:15pm-3:15pm | Seminar 5 | The Influence of Intersecting Identities on Clinical Report Writing | | 0.10 |
| | 2:15pm-4:15pm | Seminar 6 | Panel Discussions: Pathways to Funding | | 0.20 |
| | 2:30pm-3:30pm | Seminar 7 | Building Cross-Curricular Literacy Skills in Middle-School: Opening Access | | 0.10 |
| | 3:30pm-4:30pm | Seminar 8 | Speech-Language Pathology in Cuba: Our Afro Cuban Neighbors | | 0.10 |
| | | Seminar 9 | Revolutionizing Healthcare for Life Participation: It's a Matter of Faith | | 0.10 |
| | 3:45pm-4:45pm | Seminar 10 | Cognitive Strategies and Communication: Exercising the Aging Brain | | 0.10 |
| FRIDAY | 4:45pm-5:45pm | Technical Session 1 | Donn Bailey - Gender Differences of Narratives from African-American Preschoolers' Self-Generated Stories | | 0.10 |
| | 9:30am-10:30am | Seminar 11 | The ABC's of International Development Work for Professional Capacity Building | | 0.10 |
| | | Seminar 12 | Listening and Spoken Language Intervention for HI Children 0-3 | | 0.10 |
| | | Seminar 13 | Pathways to ASHA Leadership | | 0.10 |
| | 9:30am-11:30am | Seminar 14 | The Multidimensional Model of Stuttering as Influenced by Feuerstein | | 0.20 |
| | 10:45am-11:45am | Seminar 15 | Aural (Re)Habilitation: Reflections and Retooling, From Old School to New School | | 0.10 |
| | | Seminar 16 | DIY Publication: The Wave of the Future | | 0.10 |
| | | Seminar 17 | Academically Speaking: An Initiative to Assist Faculty With Accents | | 0.10 |
| | 11:45am-12:45pm | Seminar 18 | Speech-Language Services for Transgender Individuals: A Comprehensive Communication Approach | | 0.10 |
| | 12:00pm-1:00pm | Seminar 19 | Introducing Trinidad and Tobago: A Baseline Assessment | | 0.10 |
| | 12:00pm-2:00pm | Seminar 20 | The Validity of Teacher Ratings in Kindergarten Language Screenings | | 0.20 |
| | 1:00pm-2:00pm | Seminar 21 | Multicultural Considerations of Dysphagia Rehabilitation Post Trauma | | 0.10 |
| | 1:15pm-2:15pm | Seminar 22 | Designing Culturally Responsive Individualized Interventions in Schools | | 0.10 |
| | 1:15pm-3:15pm | Seminar 23 | Creating, Protecting and Promoting Your Professional Brand | | 0.20 |
| | 2:15pm-3:15pm | Seminar 24 | Fluency and Language in Children | | 0.10 |
| | | Seminar 25 | Because, It is What We Do | | 0.10 |
| | 2:30pm-4:30pm | Seminar 26 | When Local Becomes Global: Challenges of the Refugee Crisis on Local Communities | | 0.20 |
| | 3:30pm-4:30pm | Seminar 27 | Three Screeners for Low-Income, African American Preschoolers | | 0.10 |
| | | Seminar 28 | Teaching First Generation College and Grad Students: These Aren't Millennials | | 0.10 |
| | 4:45pm-5:45pm | Seminar 29 | Increasing Critical Thinking Skills in Graduate Clinicians: Travel Abroad Opportunities | | 0.10 |
| | | Seminar 30 | The Experience: 30 Years of Free-Standing Private Practice | | 0.10 |
| | 5:00pm-5:30pm | Technical Session 2 | Language or Ludicrousness: Textese & Ethical Implications for Speech-Language Pathologists | | 0.05 |
| | 4:00pm-4:30pm | Doctoral Student Research Forum 2 | Lessons in Teacher, Course and Multicultural Development: A Course Autopsy | | 0.05 |

2016 Session Tracker (continued)

| Day | Time | Title | | Attended ✓ | CEUs |
|----------|-----------------|---|---|---------------|------|
| FRIDAY | 4:30pm-5:30pm | Docotral Student Research Forum 3 | <i>An Investigation of Football Coaches' and Athletes' Perceptions of Concussions and the Effects on Cognitive-Communication Skills</i> | | 0.05 |
| | 5:00pm-5:30pm | Doctoral Student Research Forum 4 | <i>The Hidden Disorder: Examining Observable Difficulties of Specific Language Impairment</i> | | 0.05 |
| | 9:00am-10:30am | 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. | | | 0.15 |
| | 1:30pm-3:00pm | 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. | | | 0.15 |
| SATURDAY | 8:15am-10:15am | Seminar 31 | <i>Cluttering 101: Understanding the Fundamentals to Identify, Assess and Treat</i> | | 0.20 |
| | 9:00am-10:00am | Seminar 32 | <i>NSIG Presentation It's a Game Changer: The Benefits of FEES in Long Term Care</i> | | 0.10 |
| | 10:00am-11:00am | Seminar 33 | <i>NSIG Presentation Dysphagia Tool Kit: Clinical Approaches to Dysphagia Management in Rural Settings</i> | | 0.10 |
| | 10:15am-11:15am | Seminar 34 | <i>Using Semantic Features to Improve Retrieval Skills in Naming</i> | | 0.10 |
| | 11:15am-12:15pm | Seminar 35 | <i>Audiological Services in Schools for Children With Hearing Loss Using Auditory-Oral Communication</i> | | 0.10 |
| | | Seminar 36 | <i>Anticipated Response of African Americans to Stroke Symptoms</i> | | 0.10 |
| | 11:30am-12:30pm | Seminar 37 | <i>Using Impairment Versus Functional Based Approaches With Brain Injured Adults</i> | | 0.10 |
| | 1:45pm-2:45pm | Seminar 38 | <i>Bridging the Gap: Discussions on Developing a Caribbean Association</i> | | 0.10 |
| | | Seminar 39 | <i>Young Children's Discourses of Race, SES and Gender</i> | | 0.10 |
| | 2:30pm-3:30pm | Seminar 40 | <i>Communication: Key to Older Adult Interprofessional Education (IPE) Care</i> | | 0.10 |
| | 3:00pm-4:00pm | Seminar 41 | <i>Understanding Ebonics: Ain't Nobody Got Time For That!</i> | | 0.10 |
| | | Seminar 42 | <i>Language and Literacy Interventions for at Risk Elementary Students</i> | | 0.10 |
| | 3:30pm-4:30pm | Seminar 43 | <i>What's Up Doc? Clinical or Research Doctorate Degrees in Speech-Language Pathology</i> | | 0.10 |
| | 10:30am-11:00am | Technical Session 3 | <i>Auditory Processing and its Disorders: Definition and Implications for Professionals</i> | | 0.05 |
| | 3:45pm-4:15pm | Technical Session 4 | <i>Growing the Whole Clinician: Integrating Theories to Improve Supervisory Practice</i> | | 0.05 |
| | 8:00am-8:30am | Doctoral Student Research Forum 5 | <i>Barriers and Facilitators for Seeking Hearing Healthcare: A Four-Country Perspective</i> | | 0.05 |
| | 8:30am-9:00am | Doctoral Student Research Forum 6 | <i>The Urban Speech-Language Pathologist: Perspectives on Disproportionality</i> | | 0.05 |
| | 8:00am-8:30am | Student Forum 1 | <i>Investigating the Failing Literacy Grade in Caribbean Territories</i> | | 0.05 |
| | 8:30am-9:00am | Student Forum 2 | <i>Identifying Optimal Movie Scenes for Language Development and Intervention in Children</i> | | 0.05 |
| | 9:00am-9:30am | Student Forum 12 | <i>An Analysis of Programming Targeting Improving Communication Between Students and Faculty With Accents</i> | | 0.05 |
| | 9:00am-9:30am | Student Forum 3 | <i>Understanding Sarcasm: An Intervention for Children with High Functioning ASD</i> | | 0.05 |
| | 9:30am-10:00am | Student Forum 4 | <i>Use of Music Intervention With Children With Autism</i> | | 0.05 |
| | 9:30am-10:00am | Doctoral Student Research Forum 13 | <i>The Effects of the Vocabulary Scenario Technique on Ninth Grade English Learners Who Struggle With Literacy</i> | | 0.05 |
| | 10:00am-10:30am | Student Forum 5 | <i>Digital Dual Language Books for Preschool Children</i> | | 0.05 |
| | 10:30am-11:00am | Student Forum 6 | <i>The Benefits of Short Study Abroad Opportunities for COSD Graduate Clinicians</i> | | 0.05 |
| | 11:00am-11:30am | Student Forum 7 | <i>Ethical Issues and Decision-Making Challenges for the Speech-Language Pathologist</i> | | 0.05 |
| | 11:30am-12:00pm | Student Forum 8 | <i>Pathways to the Profession: The International Clinical Externship Experience</i> | | 0.05 |
| | 12:00pm-12:30pm | Student Forum 9 | <i>Anyone Else Have This Problem? Facebook Groups and Voice Disorders</i> | | 0.05 |
| | 2:15pm-2:45pm | Student Forum 10 | <i>Construct Validity of the OMNI Vocal Effort Scale for ADSD</i> | | 0.05 |
| | 2:45pm-3:15pm | Student Forum 11 | <i>The Super-Supraglottic Swallow Maneuver in Head and Neck Cancer Patients</i> | | 0.05 |
| | 4:30pm-5:30pm | Highlighted Posters – Enter # of Posters attended _____ (4 posters = .1 CEU) Spend minimum of 15 minutes at each poster. Max allowed is 6 posters per session. | | | 0.10 |

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 14

Panel Presentation – 2:15 pm – 4:15 pm – Monarch I
Pathways to Funding

This presentation provides information on funding that spans several agencies. Representatives from NIH NIDCD, ASHA Foundation and the Department of Education, as well as seasoned and new investigators, will discuss grant writing tips and the various mechanisms available. This presentation will be of interest to those involved with and who have an interest in research and grant writing.

Donn F. Bailey Lecture – 4:45 pm-5:45 pm – Monarch V
Gender Differences of Narratives from African-American Preschoolers' Self-Generated Stories



Presented by: **Tiffany Moody and Amy Hobek, PhD, CCC-SLP**

This study examined differences between spoken language characteristics used by boys versus girls when eliciting spoken narratives using self-created picture books. The data was extracted from a larger research study that explored the effects of classroom intervention using a writing/narrative retell of self-generated stories. The study examined differences between topic selection, macrostructure, microstructure and the number and type of African-American English features used by boys versus girls when eliciting spoken narratives.



Opening Session – 6:00 pm – 7:00 pm – Monarch IV/V



Presented by: **Vivian Henderson, Esq.**

Attorney Henderson received her advanced academic diploma from Green Run High School, her Bachelor of Science in psychology from the College of William and Mary, and her Juris Doctor from Regent University School of Law. Since beginning her law career, she has worked in the Commonwealth's Attorney's Offices in Portsmouth and Virginia Beach as well as the Office of the Attorney General of Virginia. Attorney Henderson has also served as an adjunct professor for Averett University, Bryant and Stratton College, and Strayer University. She currently serves as a Deputy Commonwealth's Attorney for the City of Virginia Beach.

Opening Reception – 7:00 pm – 8:30 pm – Monarch I/II

After enjoying the Opening Session, unwind with colleagues of old, and meet new ones while enjoying music and light hors d'oeuvres. This year's Opening Reception is sponsored by Howard University.

Friday, April 15

Annual Membership Meeting – 8:00 am – 9:00 am – Monarch IV
Join the NBASLH Executive Board for the Annual Meeting.

NBASLH Annual Awards Dinner – 7:00 pm – Monarch



Keynote presentation by: **Ivory A. Toldson, PhD**

Dr. Toldson is the deputy director for the White House Initiative on Historically Black Colleges and Universities. Prior to this role, Dr.

Toldson served as an associate professor at Howard University, senior research analyst for the Congressional Black Caucus Foundation and editor-in-chief of *The Journal of Negro Education*. He was also contributing education editor for *The Root*, where he debunked some of the most pervasive myths about African-Americans in his *Show Me the Numbers* column. Dr. Toldson has more than 60 publications, including four books and more than 150 research presentations across the US and around the world.

Enjoy desserts and dancing after the Awards Dinner.

Saturday, April 16

Student-Mentor Luncheon – 12:30 pm – 2:30 pm – Monarch III
The Student-Mentor Luncheon devotes a special time for students and mentors to enjoy a gathering specifically designated for students.

Highlighted Poster Session and Farewell Reception –
4:30 pm – 5:30 pm – Foyer

Our first annual highlighted poster session is sponsored by Old Dominion University, The Darden College of Education, and the Department of Communication Disorders and Special Education. This poster session recognizes the best research poster presentations by faculty, student and clinicians for NBASLH 2016.

Highlighted Presenters



Corrin Richels, PhD, will present *Fluency and Language in Children*, Friday, 2:15 pm – 3:15 pm – Monarch I

Dr. Richels earned her Bachelor and Master of Science degrees from James Madison University. She went on to earn a PhD in speech and hearing science from Vanderbilt University in Nashville, Tennessee. She is an assistant professor at Old Dominion University in the Department of Communication Sciences and Disorders in Norfolk, Virginia. Her interests include the assessment, treatment and systematic study of language disorders including childhood stuttering.



Julie Martinez Verhoff, PhD, will present *Audiological Services in Schools for Children With Hearing Loss Using Auditory-Oral Communication*, Saturday, 11:15 am – 12:15 pm – Monarch IV

Dr. Verhoff is a pediatric cochlear implant audiologist and the director of audiology at The River School and Chattering Children in Washington DC. The River School is a fully inclusive educational model that serves children with hearing loss alongside their hearing peers from birth through third grade. Chattering Children is a non-profit organization that provides an array of services for children with hearing loss and their families. Dr. Verhoff holds a Bachelor of Science in speech and hearing sciences and family studies from the University of New Mexico, a Doctorate of Audiology from The University of Texas at Dallas and a Doctorate of Philosophy in Audiology from Gallaudet University.



Linda I. Rosa-Lugo, EdD, will present *Aural (Re)Habilitation: Reflections and Retooling, From Old School to New School*, Friday, 10:45 am – 11:45 am – Monarch I

Dr. Rosa-Lugo is an ASHA Fellow and award recipient for Special Contributions in Multicultural Affairs. She has extensive experience working with children with hearing loss and their families. As principal investigator of more than three million dollars in grants while at University of Central Florida (UCF), and director of the UCF Listening Center, her research agenda includes the development of listening and spoken language and literacy in Hispanic children with hearing loss, and first and second language acquisition in English learners.



Is it Time to Update Your Professional Photo?

While at the Convention this year, update your photo while supporting NBASLH.

Jai Scott Photograph, @jai_scott_photo, will be available Thursday and throughout the Convention to take your photo.

Professional Photos - \$60

Student Photos - \$35

Completed photos will be provided to you at the end of the Convention.

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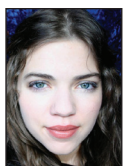



Visit Us at Our Booth

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www.sunshinecottage.org

Awards

NBASLH Pearson Student Research Award Recipients



Isabella T.D. Kearney

Ms. Isabella Kearney is a student at Tennessee State University. Her research is titled, An Analysis of Programming Targeting Improving Communication Between Students and Faculty With Accents. Following is the abstract for her research. Isabella will be presenting her research on Saturday during the Student Forums.

The Tennessee Board of Regents policy on Faculty Proficiency in Oral and Written English states that "each institution shall develop written procedures for review and evaluation of English language competency of candidates for appointment to or tenure in a teaching position." The goals of this research proposal are to present descriptive, qualitative and quantitative data about programming which targets improving communication between students and faculty who speak English as a Second Language.



Kimmerly Harrell

Ms. Kimmerly Harrell is a student at the University of Central Florida. Her research is titled, The Effects of the Vocabulary Scenario Technique on Ninth Grade English Learners who Struggle With Literacy. Following is the abstract for her research. Kimmerly will be presenting her research on Saturday during the Student Forums.

The purpose of this study is to determine if a direct, explicit method of teaching vocabulary with a Vocabulary Scenario Technique (VST) will yield gains in the vocabulary knowledge of ninth grade English Learner students. The VST is a detailed description of procedures intended to be used by a teacher or speech-language pathologists in a general education classroom for direct vocabulary instruction. The VST-LS protocol provides for 14 word encounters involving listening, reading, writing, and speaking.

Widex Scholarship

Cornetta Mosley



Ms. Cornetta Mosley is a student at The University of Washington. Her research is titled, Barriers to and Facilitators for Seeking Hearing Healthcare: A Four-Country Perspective. Following is the abstract for her research. Cornetta will be presenting her research during the Highlighted Poster Sessions, on Saturday.

It is well-known that a large proportion of older adults who have hearing impairment do not seek hearing healthcare services. The present study utilizes focus groups to explore the barriers to and facilitators for seeking hearing healthcare in four English-speaking, developed countries.

Progressus Therapy Scholarship



Nijelle Dixon

Ms. Nijelle Dixon is a student at The University of North Carolina Greensboro. Applicants for the Progress Therapy scholarship are asked three questions. Following is an excerpt from Nijelle's answer to, How has one of your mentors influenced your decision to pursue a career in early intervention or school-based services.

When I decided to return to school to earn my prerequisite credits in speech-language pathology, I was not sure if I wanted to ever work in the North Carolina school system again. As a former high school counselor of four years, I was already drained and weary of the inner workings of the school system. The only thing that I was sure of was that I wanted to continue to work with kids. This first semester in graduate school has been tough but it has also given me a new perspective on what I want to do upon graduation. I was fortunate enough to be placed in an elementary school this semester for my beginning practicum experience and more fortunate to have an awesome supervisor and mentor who restored my faith in the school system. Ms. McDonald is a great role model who has shown me what it takes to be a school-based SLP and has consistently demonstrated professional knowledge of the field.

Congratulations

Praxis Travel Stipend Recipients

Erika Carreno
Elizabeth Melendez
Myia Smith
Mildred Walker

Student Travel Stipend Recipients

Jordan Atkins
Kimmerly Harrell
Carleton Levert
Tabia Pope
Shantia Richardson
Valesca St. Cyr

Starkey Travel Stipend Recipient

Shauntelle Cannon

Student Registration

Jennifer Goldstein
Latecia Lee

Past 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 |
| 2014 | R. Danielle Scott |
| 2015 | Tabia Pope, MS Stephanie N. Austin |

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 |
| 2015 | Robert Mayo, PhD |

Communication Excellence Award

| | |
|------|--------------------------|
| 2007 | Jenell Y. Gordon |
| 2012 | Joseph Hill, PhD |
| 2013 | Evan Christopher Douglas |
| 2014 | Sean Brown |
| 2015 | Tylani Hunter |

M. Eugene Wiggins Leadership Award

| | |
|------|---|
| 2013 | Tommie L. Robinson, Jr., PhD |
| 2014 | Harriet Gregg, EdD and Gwendolyn Wilson, EdD |
| 2015 | Arnell Brady |

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 |
| 2015 | Byron Ross, PhD |

Each year, NBASLH honors their members with the presentation of awards. There is no better way to honor your colleague, then to present them with an NBASLH Award. Descriptions of each award can be located on the NBASLH website. February 1 is the deadline for submitting nominations. Please consider nominating one of your colleagues to be honored at the next NBASLH Convention.

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
Monarch III

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.

Please take a few minutes to express your thanks to the vendors as you visit their booths.

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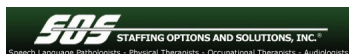
Darden College of Education, Old Dominion University Department of Communication Disorders & Special Education
 Farewell Reception



EBS Healthcare
 Attendee Bags



Hampton University Department of Communicative Sciences and Disorders
 Dancing and Desserts



Staffing Options & Solutions
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Hampton University
 Dept. of Communicative Sciences & Disorders
 Dorin Lee-Wilerson
 757-727-5431

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 707 N. Broadway
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 21050 Califa Street
 Woodland Hills, CA 91367
 818-444-8555 | jeanettea@mediscan.net

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 954-283-9968 | jennifer@therapiastaffing.com

TherapyEd
 Betsi Pendry
 500 Davis Street
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 847-328-5361 | Bpendry@therapyed.com

University of Houston
 100 Clinical Research Services
 Houston, TX 77204
blross@uh.edu

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

Convention Program Schedule – Thursday, April 14

1:00 pm–2:00 pm

Seminar 1 – Monarch IV

ASHA/PAHO Collaboration: Building Capacity in Three Countries

Silvia Martinez, EdD, Howard University; Linda Rosa-Lugo, EdD, University of Central Florida; Gloria Weddington, PhD, San Jose State University; Lily Waterston, MA, American Speech-Language-Hearing Association

The 67th World Health Assembly endorsed the World Health Organization (WHO) Global Disability Action Plan 2014–2021: Better Health for All People with Disability. The Pan American Health Organization (PAHO) Directing Council endorsed the Regional Disability and Rehabilitation Action Plan. Both provide a roadmap for WHO member countries and international partners to work to improve the health and human rights of people with disabilities. The ASHA Board of Directors instituted its Strategic Pathway to Excellence with an objective to Strengthen Strategic Relationships to support ASHA's mission and worldwide outreach. Among the priorities were to identify opportunities to collaborate with the WHO. The ASHA International Issues Board (IIB), ASHA and the PAHO, Regional Office for the Americas of the World Health Organization (PAHO/WHO) collaborated to provide technical assistance for our professions in the Americas region. In 2013, ASHA and PAHO selected three of PAHO's priority countries (Honduras, El Salvador and Guyana) wanting to address communication disorders. The ASHA-PAHO assessment teams identified the needs and recommended technical assistance for each country. In El Salvador, ASHA is providing technical assistance to the Instituto Salvadoreño de Rehabilitación Integral (ISRI) to train personnel in phonology. In Guyana, ASHA is providing technical assistance to the Ministry of Health for its national strategic plan in intervention and prevention, and for developing a speech and language therapy and audiology program at the university. In Honduras, ASHA is providing technical assistance to establish a phonology program at the Universidad Nacional Autónoma de Honduras (UNAH).

Instructional Level: Introductory | **Track:** Global/International Issues

1:00 pm–2:00 pm

Seminar 2 – Monarch II

A Model for Identifying Pragmatics in Culturally Linguistically Diverse Populations

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

Identification of typical versus atypical pragmatic behavior is important to the assessment and intervention practices of speech-language pathologists (SLP) with clients across the lifespan. However, knowledge of typical pragmatic patterns in culturally diverse populations is lacking and this threatens to exacerbate the persisting problem of over-identification of language minority populations on the SLP's caseload. DSM-V classifications of pragmatic and social communication impairment punctuate the need to have ecologically valid tracers of how such behaviors are expressed in linguistically diverse populations. In this seminar, the presenters will introduce a theoretical model, the Human Cognition Cultural Values Model (HCCVM) whose rudimentary framework has been discussed in recent literature. African American English (AAE) pragmatic behaviors serve as the test case for cultural-linguistic application of the HCCVM. The presenters will examine the components of the HCCVM through a description of pragmatic language behaviors that lead to social communication in AAE speakers, assist clinicians in recognizing the typical pragmatic behaviors of AAE speakers from an emic or intracultural perspective as opposed to an etic or intercultural perspective, discuss how the HCCVM can be used in the differential diagnosis of language differences and disorders in this population and discuss the potential universal applicability of the HCCVM to all culturally linguistically diverse groups.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

1:00 pm–3:00 pm

Seminar 3 – Monarch V

Paradigm Shift: Interprofessionalism and Enhanced Continuum of Service Delivery

Lemmietta McNeilly, PhD, CCC-SLP, CAE, ASHA Fellow, FNAP, ASHA

Health care reform has resulted in a new culture of accountability for quality, efficiency and cost effectiveness of collaborative clinical services. This paradigm shift affects audiologists and speech-language pathologists working in health care as well as in schools, with an enhanced focus on patient/student-centered care, functional outcome measures and taking advantage of the full continuum of service delivery options to achieve optimal outcomes in the most efficient way. This session will trace the evolution and rationale for this shift, describe ASHA's activities to support these trends and provide a vision of how clinicians can prepare for and thrive in this new interprofessional environment.

Instructional Level: Introductory | **Track:** Professional Affairs

1:15 pm–2:15 pm

Seminar 4 – Monarch I

Overview of the Guidelines for the Clinical Doctorate in Speech-Language Pathology

Rachel M. Williams, PhD, Nova Southeastern University

The shortage of doctoral graduates has been a long-lasting and significant challenge in the field of communication sciences and disorders. More specifically the number of individuals that graduate with a research doctorate (i.e., PhD) in speech-language pathology (SLP) has continued to decline nationally. However due to the increasing need for doctoral trained clinicians in various clinical settings and the increasing interest in clinical doctoral education, many university programs have developed and instituted an alternative option to the research doctorate (i.e., PhD) which includes the doctor of speech-language pathology (SLPD), the doctor of clinical science in medical speech-language pathology (CScD) and the doctor of clinical science in speech-language pathology (CScD). This presentation will help participants understand the newly established American Speech-Language-Hearing Association's (ASHA) guidelines for the clinical doctorate in speech-language pathology. In addition, this presentation will include a discussion on how clinical doctoral programs will impact the future of the field of speech-language pathology. Lastly, this presentation will provide an overview of the nationally recognized clinical doctorate degree programs (i.e., ClinScD, CScD, SLPD).

Instructional Level: Intermediate | **Track:** Professional Affairs

2:15 pm–3:15 pm

Seminar 5 – Monarch II

The Influence of Intersecting Identities on Clinical Report Writing

Joy Leigh Kennedy, PhD, CCC-SLP, East Carolina University

This seminar will investigate the theoretical and clinical implications for identifying one's intersecting identities of race, gender, social class status and language as a speech-language pathologist (SLP). The presenter will utilize her experiences teaching clinical writing to speech-language pathology students to explain the significance of recognizing and understanding the expressions of one's intersecting identities when writing clinical reports. The understanding of intersecting identities within the field of speech pathology is vital to the referral, screening, assessment and treatment of clients within culturally and linguistically diverse populations. While the majority of speech pathology research publications consider the influences of the client's identity, there is not a considerable amount of research that examines the multiple intersecting identities of the SLP. To this end, the presenter will assist learners with identifying their own cultural perspective in order to avoid writing clinical reports that reflect cultural bias.

Instructional Level: Introductory | **Track:** Professional Affairs

Convention Program Schedule – Thursday, April 14



2:15 pm–4:15 pm

Highlighted Presentation

Seminar 6 – Monarch IV

Panel Discussions: Pathways to Funding

Melanie Schuele, PhD, CCC-SLP, Vanderbilt University School of Medicine; Alberto Rivera-Rentas, PhD, National Institute on Deafness and Other Communication Disorders; Lana Shekim, PhD, National Institute on Deafness and Other Communication Disorders; George Castle, MS, Vanderbilt University; Dawn Ellis, PhD, United States Department of Education; Nancy J. Minghetti, ASHFoundation

Representatives from NIH NIDCD, ASHA Foundation and the Department of Education as well as seasoned and new investigators will discuss grant writing tips and the various mechanisms available. The panel will discuss the finer points of grant writing and enabling a proposal to be more competitive. The second part of the presentation will have small group discussions and questions with presenters from the various agencies.

Instructional Level: Intermediate | **Track:** Professional Affairs

2:30 pm–3:30 pm

Seminar 7 – Monarch I

Building Cross-Curricular Literacy Skills in Middle-School: Opening Access

Kristin Nellenbach, PhD, CCC-SLP; Robin Gillespie, PhD, CCC-SLP, North Carolina Central University

Demands on student achievement are at an all time high in part because of the widespread adoption of a set of shared learning standards known as the Common Core State Standards (CCSS). Underpinning the expectations of the CCSS are literacy skills (i.e., reading, writing, speaking, listening and language) that are essential to learning across the curriculum. There are two challenges to building cross-curricular literacy skills in middle-school. First, the literacy skills required to achieve mastery of the CCSS are generally more varied and complex than in the elementary grades. Second, middle-school teachers may deemphasize the teaching of literacy skills in favor of focusing on the content. Despite these challenges, there are key strategies that can be used to build students' literacy skills across the curriculum. Speech-language pathologists (SLPs) can play an integral role in identifying, curating and modeling such key strategies. This seminar will introduce participants to the topic of cross-curricular literacy skills, describe their importance to student learning in middle-school, and provide a sample collaborative lesson.

Instructional Level: Introductory | **Track:** Language Development and Disorders

3:30 pm–4:30 pm

Seminar 8 – Monarch V

Speech-Language Pathology in Cuba: Our Afro Cuban Neighbors

Dolores E. Battle, PhD, SUNY Buffalo State

Cuba is an island 90 miles off the coast of the US. Approximately 60% of the inhabitants are descendants of persons who were brought to the island nation from Africa by slave traders to work in the coffee, sugar and tobacco plantations. Slavery was abolished in 1886 and the country got its independence from Spain in 1906. Batista ruled the country in a severe dictatorship until he was overthrown by a revolution led by Fidel Castro in 1959. Fidel Castro made excellence in education and health care a right for all people in Cuba. The progress that Castro envisioned has been drastically impacted by the US embargo which limited the access for health care materials and goods, educational supplies and access to information through the internet. This seminar will address the health care programs in Cuba and the education, special education, speech language pathology and audiology programs in Cuba and their impact on the current population. The seminar will also address the Afro-Cuban culture, the contributions of Cuba to world health and the achievements of Cuban students in education. The seminar will explore the possible future of Cuba with the recent changes in US Cuba diplomatic relations particularly with regard to health care, health services and health diplomacy.

Instructional Level: Intermediate | **Track:** Global/International Issues

3:30 pm–4:30 pm

Seminar 9 – Monarch II

Revolutionizing Healthcare for Life Participation: It's a Matter of Faith

Gloria Jean L. Wallace, PhD, CCC-SLP, BC-ANCDS, University of Cincinnati; Jenell Gordon, MA, CCC-SLP

This presentation details the experiences of a speech-language pathologist (SLP) and stroke survivor, as told with assistance of a SLP coach-colleague. The SLP stroke survivor now lives with quadriplegia, is wheelchair bound, has a severe dysarthria and uses an augmentative communication device as a result of a post surgical stroke. Her case highlights the need to (as she says) "revolutionize health care." This point, as well as three additional points will be discussed during the presentation, including the fact that: stroke and resulting communication impairments can affect anyone, there is a need to provide communication partner training for all people (extending beyond the immediate family unit) expected to interact with users of augmentative communication systems, and much work is needed to insure that ideal "life participation" concepts are practiced in real world contexts. Information will be presented in this seminar is significant because it is rare to receive authentic, first hand input on these topics from someone who is both a deliverer and a receiver of SLP services.

Instructional Level: Intermediate | **Track:** AAC

3:45 pm–4:45 pm

Seminar 10 – Monarch I

Cognitive Strategies and Communication: Exercising the Aging Brain

Terrie Gibson, PhD, CCC-SLP, Tennessee State University; Tina Smith, PhD, CCC-SLP, Tennessee State University, Theresa McCoy, BS, Tennessee State University

Age-related cognitive changes in communication can affect a person's quality of life. The inability to communicate effectively may interfere with a person's ability to work, socialize and/or maintain health. Age-related cognitive weaknesses may include slight decreases in working memory, episodic memory, processing speed and procedural learning, which may cause older adults to become less effective at word retrieval and learning new information. Processing speed declines as much as 40-60 percent by age 80, which affects working (holding numbers in your head), episodic (where did I park?), and procedural (performing an activity) memories. Since the ability to communicate impacts different aspects of daily living (social, health, work...) and with the rising numbers of aging adults, it becomes important to find strategies that are successful for maintaining or improving cognitive aging. One of the target populations for this project is the African-American senior. African-Americans have higher rates of age-related cognitive decline than Caucasian-American (Lee et al. 2012), therefore early assessment and effective treatments of cognitive skills in African-Americans are important to reduce this health disparity. Although cognitive exercises have been shown to improve cognitive skills, more studies are needed to confirm the effectiveness of these strategies as they relate to functional daily living. This pilot project investigates the effectiveness of cognitive strategies to improve memory and attention for African American seniors.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

Convention Program Schedule – Thursday, April 14



4:45 pm–5:45 pm

Highlighted Presentation
Donn Bailey Presentation

Technical Session 1 – Monarch V

Gender Differences of Narratives from African-American Preschoolers' Self-Generated Stories

Tiffany Y. Moody, University of Cincinnati; Amy Hobek, PhD, CCC-SLP,
University of Cincinnati

The purpose of the study was to examine differences between spoken language characteristics used by boys versus girls when eliciting spoken narratives using self-created picture books. This data was extracted from a larger research study that explored the effects of classroom intervention using a writing/narrative retell of self-generated stories. This study examined differences between topic selection, macrostructure, microstructure and the number and type of African American English features used by boys versus girls when eliciting spoken narratives. The participants were nine students between the ages of three and five years old who were all speakers of AAE. Collaboration between the teacher and the speech-language pathologist took place in the larger research study assisting the children with the writing process. Each child created their self-generated stories in 10 sessions in a structured session. The following six measures were obtained among 59 narrative samples: number of communication units, mean length of utterance, number of different words, total number of words, Index of Narrative Complexity (Petersen et al., 2008), and dialect density. The preschool boys produced more dialectal features than girls. There were no significant differences between the CU, MLCU, NDW, TNW and INC of boys and girls. Gender differences were found among the following topics: boys produced more narratives about fictional animals/characters, kids, blood/violence and swimming/pools. Girls chose topics such as: mother, themselves, monsters/ghosts, fantasy, homes, weather and shapes/letters/numbers. Further qualitative analysis of the classroom videotaping of the intervention process explores influence of topics that were selected by the children.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

NBASLH Passing the Torch Alumni

2008- Inaugural Year in Washington DC

Chermaine Young
Kia Johnson
Dene' Brown
Wally G. Vaughn Jr.

2012- Raleigh
Melissa Boone
Shara Boykin

2013- Washington DC
Alicia Thompson
Gregory Jacoby

2009- Atlanta

Jamie Fisher
Freddie Turner
Timberly Leite

2014- Charlotte
George Castle
Chanice Brown

2010- Tampa

Andre Lindsey
Kellie Hunter
Shameka Johnson

2015 – Nashville
Kevin Guyden
Irene Harley

2011-Indianapolis

Gernise Dixon
Valencia Perry
Alaina Davis
Tinita Ortega
Alex Gibbs
Gemaal Pratts
Daniel Flatt



Convention Program Schedule – Friday, April 15

9:00 am–10:30 am

Poster Session 1 – Foyer

See Page 27 for a full list of posters.

9:30 am–10:30 am

Seminar 11 – Monarch IV

The ABC's of International Development Work for Professional Capacity Building

Silvia Martinez, EdD, CCC-SLP, Howard University; Martine Elie, PhD,
CCC-SLP, Howard University

With globalization, we are participating internationally by offering service delivery or capacity building opportunities beyond our borders. While enthusiasm and interest are basic for initiating and implementing international projects, professionals must also be knowledgeable about the basic principles of international development. This presentation will offer philosophical, research and experiential based information gathered from the decades of international development in the area of education capacity building. In particular, lessons learned from US Aid for International Development, the World Health Organization and other non-governmental organizations will be offered. Practical applications of the above will be exemplified by teacher training experiences in Haiti.

Instructional Level: Intermediate | **Track:** Global/International Issues

9:30 am–10:30 am

Seminar 12 – Monarch I

Listening and Spoken Language Intervention for HI Children 0-3

Brandy DeMesme-Trosclair, MS, Sunshine Cottage School for Deaf Children;
Donna Kramer, MEd, Sunshine Cottage School for Deaf Children

Listening is the foundation for pre-literacy. We hear with the brain; the ears are simply doorways to our brain and neuroplasticity is greatest during the first three and a half years of life. Early intervention is therefore crucial to families of deaf and hard of hearing children who choose a Listening and Spoken Language (LSL) outcome. In order to be ready for kindergarten, children need to accumulate 20,000 hours listening. Understanding the importance of keeping hearing technology on at all waking hours in order to allow the brain access to sound is paramount to their literacy success. Learning to listen takes work and the nurturing relationship between parent and child is of critical importance for the child's acquisition of listening skills and language. A professional's job is to allow the parents to become the focus of intervention, as the parents spend more than 70 hours a week with their child compared to the one to two hours of a therapist. This presentation will discuss the importance of early identification, appropriate amplification and early listening skills. It will address planning, coaching and parental involvement during intervention. A best practices collaborative team approach to intervention will be described. In addition, the certification process to become a LSL specialist (LSLS) will be explained. These certifications: LSLS Cert. AVT for therapists and audiologists working directly with a family and LSLS Cert. AVEEd., for the teachers and therapists working in a school setting are increasingly sought after by families pursuing listening and spoken language for their child with hearing impairment.

Instructional Level: Introductory | **Track:** Audiology and Aural Rehabilitation

Convention Program Schedule – Friday, April 15

9:30 am–10:30 am

Seminar 13 – Monarch II

Pathways to ASHA Leadership

Elizabeth McCrea, PhD, CCC-SLP, Indiana University; Tommie Robinson, PhD, CCC-SLP, Children's National Health System

The development of volunteer leaders is fundamental to the ongoing success and strength of any organization. ASHA has established the Committee on Leadership Cultivation (CLC) to oversee and provide strategic coordination of leadership development efforts to benefit the association and its members. This seminar will summarize the priorities of the CLC and outline its activities to date. In addition, the presenters will identify important characteristics that leaders demonstrate and suggest several pathways to professional leadership including service at the local, state and national level. The many personal benefits of professional leadership will also be discussed.

Instructional Level: Introductory | **Track:** Business Management and Professional Affairs

9:30 am–11:30 am

Seminar 14 – Monarch V

The Multidimensional Model of Stuttering as Influenced by Feuerstein

Nola T. Radford, PhD, Jackson State University

Numerous theories have been proposed to explain stuttering, oftentimes incorporating elements that characterize Feuerstein's Teaching Model which emphasizes the modifiability of cognition. Radford first adapted Feuerstein's Model to explain stuttering in 2002, with subsequent work in 2010 and more recently. The essential premise of Radford's current work is that her Multidimensional Model of Stuttering accounts for a multiplicity of etiologic factors that contribute to risk for stuttering; a multiplicity of experiences that influence actual expression of stuttering; as well as life-learning experiences which contribute to successful resolve (adaptive mediated learning) or unsuccessful resolve (maladaptive mediated learning) for communicative success. Radford revisited her model in 2015 to explain stuttering as adapted previously from Feuerstein, with revisions to the language and further delineation of concepts, particularly cultural experiences as pertinent to the current convention's theme of Celebrating Diversity in Research and Clinical Practice. She explains the influence of Dr. Tommy Robinson, researcher and scholar, ASHA Fellow, and past ASHA President, upon her experience of culturally informed practices. Concepts and terminology have been fleshed out based on clinical experiences transpiring over the past five years. For example, endogenous distal factors, "health and medical conditions," replaces the antiquated term "organicity" as used in an earlier version of the model. The current session is appropriate for students who have completed a course in fluency, as well as practicing speech-language pathologists and scientists who wish to learn about and share experiences regarding instrumental learning concepts to address a comprehensive theory to account for stuttering.

Instructional Level: Intermediate | **Track:** Speech, Fluency, Voice Development Disorders



10:45 am–11:45 am

Highlighted Presentation

Seminar 15 – Monarch I

Aural (Re)Habilitation: Reflections and Retooling, From Old School to New School

Linda I. Rosa-Lugo, EdD, CCC-SLP, University of Central Florida

The changing demographics in the U.S., advancements in newborn hearing screening, access to appropriate technologies and early intervention have required speech-language pathologists and audiologists to keep pace with innovative collaborative assessment and intervention approaches and treatment strategies. Practitioners are working with a different and diverse population of children with hearing loss. Specifically, they are increasingly serving children with complex needs, to include children with hearing loss who come from families whose primary language is not English. This presentation will reflect on past efforts, the evolution and advances in aural (re)habilitation and the importance of retooling. The changing landscape of deafness, and technological and clinical advancements will require speech-language pathologist and audiologists to obtain additional knowledge and competencies in working with diverse children and their families in order to provide comprehensive, evidenced based assessment and intervention services.

Instructional Level: Intermediate | **Track:** Audiology and Aural Rehabilitation

10:45 am–11:45 am

Seminar 16 – Monarch II

DIY Publication: The Wave of the Future

Kay T. Payne, PhD, CCC-SLP, Howard University

Do you have a manuscript waiting for a commercial publisher to accept? Or do you have a book just waiting to be written? Whether a textbook, therapy manual, novel or non-fiction book, you can possess the skills to Do-It-Yourself (DIY) whoever you are. This seminar will introduce you to the world of self-publishing in print and electronic format. There are many advantages to self-publishing such as owning the copyright, a greater share of royalties, shorter production time, longevity, instantaneous revision and wider, more creative marketing. Academicians can even have their works peer reviewed and featured in bookstores and libraries and with full command of their intellectual property. Self-publishing through independent publishing enterprises is the wave of the future

Instructional Level: Introductory | **Track:** Professional Affairs

10:45 am–11:45 am

Seminar 17 – Monarch IV

Academically Speaking: An Initiative to Assist Faculty With Accents

Sylvia Delores Bishop-Driggins, MS, CCC-SLP, Tennessee State University; Iris A. Johnson-Arnold, PhD, CCC-SLP, Tennessee State University

The Complete College Tennessee Act 2010 stipulates that universities must implement student support programs, direct or indirect, that are designed to enhance student learning and foster student retention and graduation. At the university level, class lectures are at the core of learning and acquisition of the knowledge a student needs to prepare for a productive, satisfying professional career. Therefore it is paramount that students understand class lectures, instructional directives and other educationally related discourse. In 2006, Tennessee State University conducted a survey to gain some insight on how college students perceived professors with accents during class instruction. One hundred students completed "College Students Perception of Teaching Effectiveness in Instructors with Accents". In 2014, one hundred forty students completed the same survey. The results of both surveys revealed that between the two groups of students, 114% of the students indicated that the instructor's accent adversely impacted the classroom instruction. While some of the students remained in the classes with outside tutoring, others dropped the classes or changed their major. In 2015, Tennessee State University launched "Academically Speaking", an initiative designed to support faculty who desire to improve their English speaking skills. Academically Speaking's foremost objective is to assist faculty in strengthening their oral communication skills within academic contexts. This presentation will provide participants with details and insights concerning implementing a program addressing accent modification in a university setting.

Instructional Level: Intermediate | **Track:** Global/International Issues

11:45 am–12:45 pm

Seminar 18 – Monarch V

Speech-Language Services for Transgender Individuals: A Comprehensive Communication Approach

Lynn S. Adams, MS, CCC-SLP, Old Dominion University; Chila N. Nicholson, MS, CCC-SLP, Old Dominion University

Presentation designed to outline a total communication therapy approach utilized in treating and providing services to male to female (MtF) transgender clients. The presentation will provide information regarding vocal assessment and formulation of treatment goals for MtF transgender clients. Voice feminization strategies will be reviewed and discussed. Participants will be able to identify gender differences regarding verbal and nonverbal communication skills. Examples of verbal and nonverbal communication group therapy activities will be provided. Participants will learn how this information is utilized in therapy to assist MtF transgender clients in achieving their authentic voice and communication skills.

Instructional Level: Introductory | **Track:** Speech, Fluency, Voice Development Disorders

Convention Program Schedule – Friday, April 15

12:00 pm–1:00 pm

Seminar 19 – Monarch IV

Introducing Trinidad and Tobago: A Baseline Assessment

Keisha T. Lindsay, MA, CCC-SLP, Howard University; Crystal Wiggins, AuD, CCC-A, FAAA, Texas Center for Hearing

In the Caribbean region, where the study and practice of Communication Sciences and Disorders is sparse, Trinidad and Tobago stands out in the number of communication sciences and disorders professionals in residence. This presentation will introduce this twin island republic, known for its multicultural landscape. It will offer a historical review of the provision of speech-language and audiology services on the islands, describe the current landscape of provision of services in both speech-language pathology and audiology and lastly, outline initiatives that serve to increase the quantity and quality of services on both islands.

Instructional Level: Introductory | **Track:** Global/International Issues

12:00 pm–2:00 pm

Seminar 20 – Monarch I

The Validity of Teacher Ratings in Kindergarten Language Screenings

Kyomi Dana Gregory, PhD, CCC-SLP, Salus University; Janna Oetting, PhD, CCC-SLP, Louisiana State University

The study examined the validity of teachers' ratings of children's language skills. Teacher ratings were measured through the use of two tools, the Children's Communication Checklist-2 (CCC-2; Bishop, 2006) and the Teacher Rating of Oral Language and Literacy (TROLL; Dickinson, McCabe, & Sprague, 2001). The data came from 75 kindergarteners who lived in rural Louisiana and spoke either African American English or Southern White English, two non-mainstream dialects of English. Fifty-one were classified as typically developing and 24 as presenting with Specific Language Impairment (SLI). Analyses involved ANOVA, Correlations, and Discriminate Function Analysis. Although some analyses provided evidence of convergent and predictive validity of the two teacher rating tools, neither tool accurately identified a sufficient number of children with SLI. When empirically-derived cut scores were utilized, accuracy of the teacher ratings improved, and a discriminant function analysis with empirically-derived cut scores selected the TROLL in combination with the Peabody Picture Vocabulary Test 4 (PPVT-4; Dunn & Dunn, 2007) as the best combination of tools for screening purposes. A review of the findings also indicated that a two-step screening process, one that uses teacher ratings as the first step and the PPVT-4 as the second step, is an evidence-based approach to kindergarten language screenings.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

1:00 pm–2:00 pm

Seminar 21 – Monarch V

Multicultural Considerations of Dysphagia Rehabilitation Post Trauma

Raque Ljoleen Garcia, MS, CCC-SLP, Joe DiMaggio Children's Hospital

This presentation will review case studies of pediatric/adult patients who acquired dysphagia post trauma. Traumas will include motor vehicle accident(s), drowning(s), gunshot wound, horse riding accident, etc. All case studies will be presented from an acute rehabilitation perspective where patients were treated seven days a week for minimum of four weeks in an attempt to improve acquired oropharyngeal dysphagia. Anatomy/physiology of oropharyngeal dysphagia, diet modifications, national dysphagia diet, and use of compensatory strategies will be addressed. Each case study will review the acquired injury and how it impacted swallowing, results/demonstration of modified barium swallow study/FEES (if applicable), the physiological deficits, best practice approaches incorporated in plan of care, and functional outcomes achieved at discharge. Additionally, cultural considerations and cultural differences will be examined and how it directly impacted each case.

Instructional Level: Introductory | **Track:** Swallowing Function and Disorders

1:15 pm–2:15 pm

Seminar 22 – Monarch IV

Designing Culturally Responsive Individualized Interventions in Schools

Mia Kimmons, MS, CCC-SLP, University of Cincinnati; Amy Hobek, PhD, CCC-SLP, University of Cincinnati

The delivery of culturally responsive services within schools is important due to various and increasing culturally and linguistically diverse student populations. The goal of this presentation is to expose participants to the knowledge and skills necessary to develop and apply culturally responsive systems that are comprehensible, appropriate, and academically demanding. The participant will be engaged in discussions of legal and ethical issues affecting diverse students. The collaborative nature of the problem-solving process will be highlighted throughout this session. The identification of assessments and the development of interventions that are relevant to the cultural and linguistic characteristics of students. By the end of this session the participant will be prepared to articulate his or her own model of culturally-responsive professional practice and demonstrate awareness and thoughtfulness to diversity and equity issues in the educational setting.

Instructional Level: Intermediate | **Track:** Professional Affairs

1:15 pm–3:15 pm

Seminar 23 – Monarch II

Creating, Protecting and Promoting Your Professional Brand

Kia Noelle Johnson, PhD, CCC-SLP, University of Houston

As the competitiveness of employment opportunities and graduate program admittance increase, it is essential that young professionals create and maintain a brand that represents who they are in a positive way. It is safe to assume that potential employers and graduate admittance committees may extend the chance for a potential candidate to interview or communicate in writing or by phone for a particular opportunity. For this young professional, their brand will speak for them before they actually do. Additionally, in the age of technology and social media, an individual's brand is becoming increasingly important and more accessible. This seminar is geared (but not limited) to future professionals who are interested in developing a brand that is not only worth protecting and promoting, but one that has the potential to distinguish them from others in a positive manner and increase professional opportunities. The content of this seminar will include a review of professional attire, professional communication skills, as well as the influence of technology use and professional considerations for a social media presence especially on Facebook, Twitter and Instagram. Attend this seminar to take control of your brand and learn how to let it work for you.

Instructional Level: Introductory | **Track:** Business Management and Professional Affairs

1:30 pm–3:00 pm

Poster Session 2 – Foyer

See Pages 27-28 for a full list of posters.



2:15 pm–3:15 pm

Highlighted Presentation

Seminar 24 – Monarch I

Fluency and Language in Children

Corrin Richels, PhD, CCC-SLP, Old Dominion University

The production of fluent speech reflects the perfect coordination of many complex processes. The purpose of this seminar is to discuss the influence a child's language processing and production skills have on creating fluent speech output. Research and clinical experience will be used to support the ideas presented. Specific techniques and activities clinicians can use to support children who stutter will be discussed. Attendees will be encouraged to share their own clinical experiences and observations.

Instructional Level: Intermediate | **Track:** Speech, Fluency, Voice Development Disorders

Convention Program Schedule – Friday, April 15

2:15 pm–3:15 pm

Seminar 25 – Monarch V

Because, It is What We Do

Katherine Marie Lamb, PhD, CCC-SLP, Valdosta State University

Encountering and managing an angry parent, patient or caregiver is one of the most challenging parts of being a Speech Language Pathologist or Audiologist, within any practice setting. This is especially true when we, as professional Speech-Language Pathologists and Audiologists, we place significant focus on and strive for our services to be superlative when treating those with communication disorders. Regardless, there will be times when parents, who want the best for their child, or adult patients, will express their displeasure with our services. This typically occurs without warning. An unexpected event, such as a sudden encounter with an unhappy parent or a dissatisfied adult patient or family member can be even more of a rude awakening, that, despite our best efforts, something went wrong. Such encounters can be devastating, but there are strategies that can be utilized to manage these encounters, constructively address the complaints from the parent or the patient and also salvage a bruised self-concept. This presentation will provide general suggestions to follow while working in various settings, such as a university clinic, a school system or in an acute care hospital. As well, this presentation will also review a case of an encounter with an unsatisfied parent and provide specific guidelines for managing such a case and time for open discussion.

Instructional Level: Introductory | **Track:** Professional Affairs

2:30 pm–4:30 pm

Seminar 26 – Monarch IV

When Local Becomes Global: Challenges of the Refugee Crisis on Local Communities

Dolores E. Battle, PhD, SUNY Buffalo State

Our local communities are becoming more globally diverse. As a result of recent political conflict, war, and poor economic conditions, over three million persons from Syria have fled to Europe, Turkey, Lebanon, Jordan and Iraq. Due to conflict, violence and human rights abuses persons are fleeing Africa, especially in Central African Republic and South Sudan. In 2013 the US admitted 70,000 refugees including 15,000 from Africa (especially from Somalia, Sudan, Eritrea, and the Dem Republic of Congo). In response to the current humanitarian crisis, the United States will admit 85,000 refugees in 2016. Roughly 34,000 will be from the Near East and South Asia (of which at least 10,000 will be from Syria); 25,000 from Africa; 13,000 from East Asia; 4,000 from Europe; 3,000 from Latin America and the Caribbean. Since refugees are resettled across the US, local communities are becoming more global. For example, between 2010 and 2014, 12,000 refugees relocated to Buffalo New York; the largest group being from Burma and Bhutan. Languages other than English spoken in the Buffalo Schools include, Spanish, Karen, Arabic, Somali, Nepali, Burmese, Bengali, Swahili, French and Vietnamese. In one school alone there are students from more than 82 countries. The World Health Organization estimates that about 15% of the world's population has a disability. This suggests that at least 15% of the refugees have a disability. This seminar will address the impact of the increasingly global diversity on local communities including speech language hearing services in schools and health care settings.

Instructional Level: Intermediate | **Track:** Global/International Issues

3:30 pm–4:30 pm

Seminar 27 – Monarch I

Three Screeners for Low-Income, African American Preschoolers

Christy Wynn Moland, PhD, CCC-SLP, Southern University and A & M College; Janna B. Oetting, PhD, CCC-SLP, Louisiana State University

This study examined the validity of the Diagnostic Evaluation of Language Variation-Screening Test (DELV-ST; Seymour, Roeper, & deVilliers, 2003), the Fluharty-2 (Fluharty, 2001), and the Washington-Craig Language Screener (WCLS; Washington & Craig, 2004). The participants were 73 African-American (AA) four- and five-year-olds enrolled in local Pre-K and Head Start programs. Fail rates were highest for the Fluharty-2 (57%), lower for the DELV-ST (52%), and lowest for the WCLS (46%) with no significant difference between the screeners. Approximately 54% of the children passed (25%) or failed (29%) all screeners. The remaining 46% failed one or more screeners, with 91% failing the first or second screener and only 9% failing the third. Because it appeared the order of practice contributed to the findings, fail rates were recalculated using the third screener and fail rates decreased to 33%. Fail rates did not vary statistically by the children's gender, caregiver education, or density of nonmainstream English structure. These findings suggest that all three tools can be used for screening low-income AA preschoolers but that opportunities for testing practice is needed to achieve optimal (and feasible) screening outcomes.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

3:30 pm–4:30 pm

Seminar 28 – Monarch V

Teaching First Generation College and Grad Students: These Aren't Millennials

Tommie L. Robinson, PhD, CCC-SLP, Children's National Health System; Sarah M. Ginsberg, EdD, CCC-SLP, Eastern Michigan University; Bernadette Mayfield-Clark, PhD, CCC-SLP, Speech-Language Pathology Associates

In 2000, Howe and Strauss published work that captured media attention and focused many in higher education on the new "Millennial" generation. Millennials, born between 1982 and 2002, began arriving in college classrooms in significant numbers by the early 2000's. While much has been written about Millennial learner characteristics, what has been overlooked is that the Millennial model was derived from a group of predominantly white middle and upper-middle class children. Millennials actually bear little resemblance to our first-generation college students (FGS) and graduate students. In this seminar, we will talk about evidence-based educational practices to support the learning of communication sciences and disorders students who are the first in their families to attend higher education. Without attending to their learning needs, these students are at greater risk for poor performance and reduced retention (Wiggins, 2011). In addition, they may require further support as they make the transition into graduate education. Faculty need to work with students to help them find their way to becoming academically engaged learners. They may require additional academic advising, mentoring, and modeling on how to best actively engage in the learning process. While FGS students are different Millennials, they may benefit from some of the same approaches to teaching, such as creating explicit and highly detailed syllabi, open discussions about teaching and learning, and teacher transparency regarding who the teacher is and what they believe about learning (Ginsberg, Friberg, & Visconti, 2015; Ginsberg, 2007).

Instructional Level: Intermediate | **Track:** Professional Affairs

4:00 pm–4:30 pm

Doctoral Student Research Forum 2 – Monarch II

Lessons in Teacher, Course and Multicultural Development: A Course Autopsy

Catherine L. Cotton, MA, CCC-SLP, University of North Carolina at Greensboro; Andrea N. Pluskota, MS, CCC-SLP, University of North Carolina at Greensboro; Robert Mayo, PhD, CCC-SLP, University of North Carolina at Greensboro

ASHA has underscored the importance of clinical practitioners developing the knowledge and skills required to effectively serve diverse populations. Over the course of a professional lifetime, speech-language pathologists (SLPs) will update their knowledge about serving multicultural/multilingual (MC/ML) populations through continuing education offerings such as workshops or conferences. However, it is likely that most SLPs will have their first exposure to discussions of multicultural issues during their graduate education. The content and delivery of such courses can be personally challenging to students and to the instructor. Belief systems of the cherished rituals, 'isms' and new realizations can mesh to make the class setting of MC/ML courses variously uncomfortable or comfortable for students and instructors. Additionally, students often reflect their feelings about their experiences in MC/ML courses via their evaluations of the instructor as well as the course. The purposes of this forum are to describe why a "course autopsy" was performed by the authors following largely negative graduate student evaluations and how the results impacted the development of a future instructor of a multicultural issues in communication sciences and disorders course. The results of the course autopsy led to self-reflection and growth of both instructors, improvements in the design and delivery of the course, and more meaningful opportunities for students to share their multicultural development.

Instructional Level: Intermediate | **Track:** Professional Affairs

Convention Program Schedule – Friday, April 15

4:30 pm–5:00 pm

Doctoral Student Research Forum 3 – Monarch II

An Investigation of Football Coaches' and Athletes' Perceptions of Concussions and the Effects on Cognitive-Communication Skills

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

In order to establish a program of intervention that involves assessment, treatment, education, and counseling, a qualitative ethnographic investigation was conducted with a National Collegiate Athletic Association (NCAA) football team at a Historically Black University. The purpose of the preliminary study was to develop, modify and determine the reliability and validity of the questionnaires and interview scripts used to investigate coaches' and athletes' knowledge and attitudes of concussion and the long-term effects on cognitive-communication skills. An ethnographic technique called triangulation was used to collect data from coaches and athletes by administering questionnaires electronically and discussing the items during a focus group. Internal consistency was used to evaluate individual questions in comparison with one another. Inter-rater reliability was used during the focus group. There were two transcribers that gave consistent estimates of the same responses. The results of the questionnaires were analyzed by the percentages of responses. The results of the focus group were coded by common terminology, themes as well as, quotations. There was a consensus between the participants that the questionnaire was valid. In looking at the 18 paired reliability questions, 88% of the questions were reliable. The same question on both of the questionnaires required modification to elicit another response. The modifications to the pilot instrumentation will be used with an experimental group of different coaches and athletes. The overall outcome was that there is a need to provide education and counseling in the areas of concussion and the long-term effects on cognitive-communication skills.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

4:45 pm–5:45 pm

Seminar 29 – Monarch IV

Increasing Critical Thinking Skills in Graduate Clinicians: Travel Abroad Opportunities

Shameka Johnson, PhD, CCC-SLP, Howard University

Clinical critical thinking skills are defined as the process of thinking through the various aspects of patient care to arrive at a reasonable decision regarding the prevention, diagnosis, or treatment of a clinical problem in a specific patient (Hawkins, D., Elder, L., and Paul, R., 2010). In addition to a clinician being grounded in cultural pedagogical knowledge and skill in evidenced based clinical sciences and gathering clinical data; a need to think critically about all the important information pertaining to the case and formulate a functional treatment/intervention plan is necessary. However, despite the growing increase in multicultural/international populations within the clinical setting, the abilities and traits to actively address this population from nontraditional approach is often not taught in graduate programs. This session will discuss the benefits and necessity of providing study abroad opportunities to develop clinical critical thinking for addressing international populations in graduate clinicians enrolled in communication sciences and disorders courses. This seminar will discuss testimonies and survey results of student clinicians who have participated in study abroad opportunities at Howard University under the supervision of Dr. Shameka Johnson. In addition, this session will discuss how to determine clinical objectives for international opportunities, provide experiences that will assist in increasing clinical critical thinking skills of graduate clinicians participating in travel abroad trips, how to develop and select an international location to support your determined clinical objectives, and how to document and track graduate clinician clinical critical thinking skills progression pre-during- and post the travel abroad opportunity.

Instructional Level: Introductory | **Track:** Global/International Issues

4:45 pm–5:45 pm

Seminar 30 – Monarch V

The Experience: 30 Years of Free-Standing Private Practice

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

The purpose of this presentation is to offer a detailed description of how a speech-language pathologist survived and thrived clinically and financially for 30 years as the solo practitioner of his free-standing private practice located in a large urban area. In the past 30 years there has been a steady but meager increase in the number of speech-language pathologists engaging in full-time private practice, where the American Speech-Language-Hearing Association (ASHA) estimated that roughly only 6% to 8% of speech-language Pathologists are engaged in full-time private practice. Private practice services are becoming increasingly needed in urban and rural areas as the general population becomes more aware of the unique benefits of speech-language pathology services. Traditional suppliers (schools, hospitals, and other similar institutions) of those needed services can not fully meet the current demand or complexity of communication disorders. Information regarding the operation of a comprehensive speech-language pathology private practice is scarce because of the few professionals engaged in such a practice sharing their expertise. This presenter will share information regarding trends in diagnostic and treatment tools, billing and reimbursement, service delivery models, legal and ethical issues, marketing and consumer relations.

Instructional Level: Intermediate | **Track:** Business Management and Professional Affairs

5:00 pm–5:30 pm

Doctoral Student Research Forum 4 – Monarch II

The Hidden Disorder: Examining Observable Difficulties of Specific Language Impairment

Melissa Nadine Boone, MS, CCC-SLP, The University of Texas at Dallas

Specific language impairment (SLI) is a significant deficit in language ability that cannot be attributed to low nonverbal intelligence, hearing loss, or neurological damage. SLI is often referred to as a "hidden disability" by researchers who have anecdotally suggested that there can be no outward signs of the difficulties that individuals with SLI experience. Whether difficulties are noticeable or not is important because this potentially affects the lives of individuals with SLI in multiple ways. If it is obvious to communicative partners that these individuals are having difficulty they are at risk for stereotyping and negative stigma, but they are also more likely to receive intervention. If it is not obvious to communicative partners that these individuals are having difficulty it is possible that they may not be subjected to stereotyping, but they are less likely to receive intervention. The current project involves a first step to evaluating listeners' perceptions of language ability in conversation. Pilot data involving listener judgments of simulated communicative interactions will be presented to identify which observable aspects of language difficulty disrupt a communicative interaction.

Instructional Level: Introductory | **Track:** Language Development and Disorders

5:00 pm–5:30 pm

Technical Session 2 – Monarch I

Language or Ludicrousness: Textese & Ethical Implications for Speech-Language Pathologists

Sulare Telford, MS, CCC-SLP, Howard University

Textese is destroying [our language]; pillaging our punctuation; savaging our sentences; raping our vocabulary. ...and must be stopped" (Humphreys, 2007). There is a notion in popular culture that the use of textese or textism (text language) is leading to the decline of both written and oral language as we know it. While some scholars believe that textese is a dialect onto its own, others regard this phenomenon as divisive and simply ludicrous. With over 90% of the U.S. population owning a mobile phone and 31 trillion text messages being sent a year largely by millennials, it is imperative that speech/language pathologists become actively engaged in this argument and aware of the impact of this language phenomena on our clients. Therefore, the purpose of this presentation is to highlight the components of textese, its impact on language, and tackle the ethical issues that may arise in the clinical setting. The American Speech-Language-Hearing Association implores its members to maintain cultural and linguistic competence and therefore knowledge of the textese is no different.

Instructional Level: Introductory | **Track:** Professional Affairs

Convention Program Schedule – Saturday, April 16

8:00 am–8:30 am

Doctoral Student Research Forum 5 – Monarch V

Barriers and Facilitators for Seeking Hearing Healthcare: A Four-Country Perspective

Cornetta Mosley, BA, University of Washington; Carolyn Baylor, PhD, CCC-SLP, University of Washington; Kathleen Pichora-Fuller, PhD, University of Toronto; Catherine McMahon, PhD, Macquarie University

The dramatic increase in average life expectancy during the 20th century has placed healthy aging on the forefront of many healthcare initiatives. It is well known that a large proportion of older adults who have hearing impairment do not seek hearing healthcare services. The factors that inhibit and motivate older adults to seek hearing healthcare services have previously been explored; however the underlying mechanisms are still poorly understood. The present study aimed to explore whether adults in different healthcare systems shared similar views on hearing healthcare. Participants in four English-speaking, developed countries shared their hearing healthcare experiences—including the barriers and facilitators they had encountered. Groups of adults over age 65 years were recruited from the community in Australia, Canada, the United Kingdom, and the United States; they participated in focus groups conducted in their respective countries. Findings revealed that key barriers (e.g., cost and stigma) and facilitators (e.g., family support and recommendations from medical professionals) were highly consistent across countries. Some factors (e.g., age and trust) were mentioned as both barriers and facilitators, depending on the context. Subtle differences emerged in the discussion of trusting hearing healthcare professionals in the context of the different healthcare systems. These findings suggest that many aspects of hearing healthcare-seeking behaviors for older adults are universal across healthcare systems despite differences in funding models for hearing healthcare.

Instructional Level: Intermediate | **Track:** Audiology and Aural Rehabilitation

8:00 am–8:30 am

Student Forum 1 – Monarch I

Investigating the Failing Literacy Grade in Caribbean Territories

Rochelle Braham, BA, Howard University; Shameka Johnson, PhD, CCC-SLP, Howard University

Across the Caribbean, the vast history of slavery and other periods of migration have given rise to much language contact. This had a significant impact on the language spoken in the past and even now in Caribbean territories (Devonish, 2010). Alleyne (1985) states that the Caribbean language is much more linguistically complex because of the development and continuation of creole languages from the plantation society. As a result, there are certain shared characteristics across Caribbean language varieties that have been documented. For instance, in the Jamaican society, there are two predominant languages, namely Jamaican Creole -Patois and standard Jamaican English. However, current assessments and methods of teaching literacy including phonological awareness skills do not take into account the use of Caribbean language variations like Jamaican Patois. This presentation will discuss the dialectal and phonological variations present in Jamaican Patois that are different from both Standard American and African American English. This presentation will also briefly discuss what these differences indicate for speech and language pathologists and other professionals based on how we address and assess literacy/phonological awareness skills, intervention, and teaching for Caribbean populations.

Instructional Level: Introductory | **Track:** Global/International Issues

8:15 am–10:15 am

Seminar 31 – Monarch IV

Cluttering 101: Understanding the Fundamentals to Identify, Assess and Treat

Kia Noelle Johnson, PhD, CCC-SLP, University of Houston

Cluttering is a fluency disorder that is often overlooked and less familiar to many speech-language pathologists. Often this is the result of limited clinical experience with individuals who clutter or limited education on cluttering. Despite these factors, there has been an increase in both empirical and clinical investigations of cluttering resulting in an increase in overall awareness. Thus, clinicians should anticipate an increase in assessments for cluttering as well as an increase in cluttering on their caseload. Therefore, the purpose of this mini seminar is to provide attendees with an overview of cluttering. Specifically, attendees will receive a comprehensive review of the etiology of cluttering, characteristics of the disorder as well as considerations for both assessment and treatment. This seminar will assist speech-language pathologists in being prepared and ready to service individuals who may clutter.

Instructional Level: Introductory | **Track:** Speech, Fluency, Voice Development Disorders

8:30 am–9:00 am

Doctoral Student Research Forum 6 – Monarch V

The Urban Speech-Language Pathologist: Perspectives on Disproportionality

Audrey Michelle Bernard, MA, CCC-SLP, Eastern Michigan University

Students of color are more likely to be placed in special education than their Caucasian peers and segregated from the general education population. In order to understand how speech-language pathologists employed in urban schools view this disproportionality, in-depth interviews will be completed in order to describe their daily experiences as they evaluate, certify, and service students of color in special education.

Instructional Level: Introductory | **Track:** Professional Affairs

8:30 am–9:00 am

Student Forum 2 – Monarch I

Identifying Optimal Movie Scenes for Language Development and Intervention in Children

Lakendra Brown, BA, Howard University; Madeline Horn, BA, Howard University; Safisha Seifullah, BS, Howard University; Shameka Johnson, PhD, Howard University

Currently, in the present movies released for child entertainment such as Disney Pixar, Dreamworks, and Marvel movies; there has been an increased presentation of language disorders noted in some scenes. This presentation demonstrates the opportunity for therapists to address and provide simulated intervention for children with language disorders utilizing scenes from particular movies they are highly interested in. This forum will discuss the types of language disorders presented in scene from three movies, the prevalence of each presentation, which language development category they fall into, and methods in which each presented scene can be used in language intervention therapy and the discussion of language development.

Instructional Level: Introductory | **Track:** Language Development and Disorders

Convention Program Schedule – Saturday, April 16

9:00 am–9:30 am

Student Forum 3 – Monarch I

Understanding Sarcasm: An Intervention for Children With High Functioning ASD

Tinita Ortega Kearney, PhD, CCC-SLP, Howard University; Leila Ziaee, BS, Howard University; Irene Harley, BS, Howard University; Morgan Friar, BS, Howard University

Pragmatic language impairments are a hallmark characteristic of autism spectrum disorder (ASD). Individuals with high functioning autism spectrum disorder (HFASD) are particularly impacted by deficits in the ability to recognize and utilize non-literal language; namely sarcasm. Recent research has examined the extent to which the ability to recognize sarcasm is impaired in individuals with ASD, yet more research in this area is required to determine effective intervention methods for this population. When one considers how frequently sarcasm is used in typical language and conversations, it becomes evident that individuals with HFASD are in need of effective interventions to increase the ability to comprehend non-literal language. Therefore, the purpose of this study was to examine the effectiveness of an intervention designed to increase the ability to recognize sarcasm in youth with high functioning autism spectrum disorder (HFASD).

Instructional Level: Intermediate | **Track:** Language Development and Disorders



Highlighted Presentations from the Recipients of the NBASLH Student Research Awards

9:00 am–9:30 am

Student Forum 12 – Monarch V

An Analysis of Programming Targeting Improving Communication Between Students and Faculty With Accents

Isabella Kearney, BS, Tennessee State University

The Tennessee Board of Regents policy on Faculty Proficiency in Oral and Written English states that “each institution shall develop written procedures for review and evaluation of English language competency of candidates for appointment to or tenure in a teaching position.” The goals of this research proposal are to present descriptive, qualitative and quantitative data about programming which targets improving communication between students and faculty who speak English as a Second Language.

9:30 am–10:00 am

Doctoral Student Forum 13 – Monarch V

The Effects of the Vocabulary Scenario Technique on Ninth Grade English Learners who Struggle With Literacy

Kimmerly Harrell, Med, University of Central Florida

The purpose of this study is to determine if a direct, explicit method of teaching vocabulary with a Vocabulary Scenario Technique (VST) will yield gains in the vocabulary knowledge of ninth grade English Learner students. The VST is a detailed description of procedures intended to be used by a teacher or speech-language pathologists in a general education classroom for direct vocabulary instruction. The VST-LS protocol provides for 14 word encounters involving listening, reading, writing, and speaking.

9:00 am–10:00 am

Seminar 32 – Monarch II

It's a Game Changer: The Benefits of FEES in Long Term Care

Michele L. Norman, PhD, Norman Speech Services, LLC

Providing services for patients with dysphagia in the long-term care setting can be challenging due to issues of medical complexity, immobility, and mental status. Evaluation often requires further investigation using instrumentation; however, barriers such as transportation, exposure to radiation, scheduling, and cost often deter caregivers from consenting to recommendations for modified barium swallow studies. In addition, these barriers hinder the procedure from being repeated when necessary. Improvement in performance based on therapeutic strategies may need warrant reassessment using instrumentation, but the same barriers may prevent this from occurring. Fiberoptic Endoscopic Evaluation of Swallowing (FEES) may be a more viable option for evaluating patients with dysphagia in these cases. This presentation will explore both procedures, the advantages, and disadvantages on using each and helpful hints on making the clinical decision which type of instrumentation is best for certain situations in long-term care.

Instructional Level: Intermediate | **Track:** NSIG Presentation

9:30 am–10:00 am

Student Forum 4 – Monarch I

Use of Music Intervention With Children With Autism

Diana Y. Toro Ramirez, BS, The University of North Carolina at Greensboro; Ebonie L. Coley, The University of North Carolina at Greensboro; Oluremi O. Olagoke, The University of North Carolina at Greensboro

The world of persons with autism is filled with distractions. From the drop of a penny to the noise of an air conditioner. Music has been shown to reduce those distractions and allow the person with autism to focus on a task or person. Additionally, music therapy has been used to successfully elicit vocalizations/verbalizations from and motivate children with autism. Furthermore, music can also be used to encourage clients with autism to engage with the speech-language clinician in treatment or assessment sessions. The purpose of this presentation is to present an overview of the research literature on the nexus of music, communication and autism; share two case studies of the facilitative use of music with children with autism and provide examples of how speech-language clinicians can use music with their clients with autism.

Instructional Level: Introductory | **Track:** Language Development and Disorders

10:00 am–10:30 am

Student Forum 5 – Monarch I

Digital Dual Language Books for Preschool Children

Abigail Falcone, University of Cincinnati; Sarah Kuhn, University of Cincinnati; Amy Hobek, PhD, CCC-SLP, University of Cincinnati

The purpose of this presentation is to discuss a qualitative research project that was designed to provide preschool educators, families and children with access to dual language books. These books were developed to be accessible in English and the students' home languages, in multimodal formats (print, digital and audio), to support dual language and literacy development in the home and classroom context. Current research supports the use of shared reading with dual language learning children with “vocabulary bridging” from the child's first language (L1) to the child's second language (L2) with effective outcomes (Leacock & Jackson, 2014; Lugo-Neris, Jackson & Goldstein, 2010). Supporting the use of family's “funds of knowledge” to bridge to school-based literacy practices has been identified as a necessary component of an additive bilingual approach to education (Moll, Amanti, Neff, and Gonzalez, 1992). Finally, there has been an increase in research that investigates multimodal approaches in literacy instruction that could provide advantages to tackling an increase of demands with multimodal textual experiences in 21-st century literacies and technologies (Rowe, 2010). The outcomes of this study focused on the qualitative information obtain through parent interviews regarding home language, literacy, and technology practices; parent and teacher survey through regarding use of the digital dual language books; and observations regarding the children's verbal and non-verbal responses to the books. This presentation will focus on the demonstration of the approach to creating the books and the analysis of the qualitative data collected.

Instructional Level: Introductory | **Track:** Language Development and Disorders

Convention Program Schedule – Saturday, April 16

10:00 am–11:00 am

Seminar 33 – Monarch II

Dysphagia Tool Kit: Clinical Approaches to Dysphagia Management in Rural Settings

Michele L. Norman, PhD, Norman Speech Services, LLC; LaTeaka Vinson; Terlenda Crawford

In Rural communities, speech-language pathologists (SLPs) are often challenged with the availability of resources for evaluation and treatment. Many communities have to transport patients great distances for instrumental evaluations and follow-up appointments are difficult to schedule and maintain. There are many tools that can be used to help SLPs provide more efficient care and manage progress during therapeutic trials remotely. This interactive presentation will review portable materials and devices that will assist SLPs in provided vital services to clients in those communities. A discussion with seasoned clinicians will also provide newer clinicians insight to managing clients with difficult cases in these rural communities with medically challenging conditions.

Instructional Level: Intermediate | **Track:** NSIG Presentation

10:15 am–11:15 am

Seminar 34 – Monarch V

Using Semantic Features to Improve Retrieval Skills in Naming

Katherine Marie Lamb, PhD, CCC-SLP, Valdosta State University

Lexical access is the process in which basic components of meaning in language, the lexical entries are activated. This activation is based on the organization and representational structure of the lexical (words) 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. An experiment was conducted to examine the importance of semantic features and lexical retrieval in two individuals with anomia due to a Cerebral Vascular Accident (CVA) with training on Distinctive (D), non-distinctive-low frequency (NDLF) and non-distinctive-high-frequency (NDHF). Both participants showed generalization to NDHF when trained on NDLF. However, in contrast, NDHF did not generalize to NDLF. Distinctive semantic features of animal concepts appear to provide a greater likelihood of retrieval in an intervention task for an individual with anomia. However, results also indicated that intervention for naming of animal concepts showed generalization from the NDLF category to the NDHF category. Additionally, participants were interviewed at the conclusion of the intervention to compare the ease of retrieval, distinctive or non-distinctive semantic features. These results indicate that the distinctive semantic feature cues provided a richer assist during the task and this was also reflected in their performance. A continued interest in semantic features is important to our understanding of the influence of features on the retrieval of semantic concepts for intervention with those individuals with anomia, as well as application to individuals with aphasia.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

10:30 am–11:00 am

Student Forum 6 – Monarch I

The Benefits of Short Study Abroad Opportunities for COSD Graduate Clinicians

Alana Gay, BA, Howard University; Shameka Johnson, PhD, CCC-SLP, Howard University

It is important for a clinician to be grounded in cultural pedagogical knowledge and skills related to evidenced based clinical sciences. It is a requirement that a clinician demonstrate the ability to independently gather clinical data; think critically about all the important information pertaining to cases; and formulate functional treatment/intervention plans. However, despite the growing increase in multicultural/international populations within the clinical setting, the abilities and traits to actively address this population from a nontraditional approach is often an experience not provided within graduate communication disorders programs.

Instructional Level: Introductory | **Track:** Professional Affairs

10:30 am–11:00 am

Technical Session 3 – Monarch IV

Auditory Processing and its Disorders: Definition and Implications for Professionals

Jarin Hawkins, MS, CCC-SLP, Howard University; Jay Lucker, EdD, CCC-A/SLP, Howard University

Auditory processing disorders (APD) are a topic of contention among professionals. Some have different definitions for what APDs are, while some others may not believe that it even exists. The presented information will give the learner an encompassing and detailed definition of APDs, to include what they are, the importance of proper identification (evaluation), and treatment. Additionally, the importance of a complete battery of assessments for an at risk student, will be discussed, which will assist in framing the importance of professionals having knowledge of APDs and the importance of going above and beyond to ensure that affected students are properly identified and appropriately treated, to increase the student's classroom performance and success.

Instructional Level: Introductory | **Track:** Audiology and Aural Rehabilitation

11:00 am–11:30 am

Student Forum 7 – Monarch I

Ethical Issues and Decision-Making Challenges for the Speech-Language Pathologist

Maida Bermúdez Bosch, BS; Danelle Blue, BS; Helena Marie Cannon, BS

Ethical dilemmas are a challenging part of our profession. Students fresh out of graduate school as well as those currently practicing, will inevitably be faced with ethical dilemmas during their careers as speech-language pathologists. The principles and rules provided in the ASHA Code of Ethics help guide our professional conduct as well as our interactions with our clients, employers, and agencies. Absence of knowledge does not excuse violations. Therefore, it is a professional necessity to familiarize ourselves with these principles in order to avoid engaging in unethical behavior. Discussion of challenging ethical scenarios can be utilized to become familiar with the ASHA Code of Ethics and practicing use of ethical decision-making models in the context of real-life situations can provide a more relatable framework for professionals to apply in their everyday practice. This presentation will review the ASHA Code of Ethics, discuss ethical scenarios and share an ethical decision-making model that can be used to analyze these issues.

Instructional Level: Introductory | **Track:** Professional Affairs



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Convention Program Schedule – Saturday, April 16



11:15 am–12:15 pm

Highlighted Presentation

Seminar 35 – Monarch IV

Audiological Services in Schools for Children With Hearing Loss Using Auditory-Oral Communication

Julie M. Verhoff, AuD, PhD, CCC-A, F-AAA, The River School/Chattering Children

Early identification, audiology, and educational services all play an important role in helping children with hearing loss develop communication skills and language. The River School was founded in 1999 as a model for the inclusive education of young children with hearing loss who can access the listening environment using cochlear implants or hearing aids. At the River School, children with hearing loss learn alongside a classroom majority of peers with normal hearing in acoustically modified classrooms. The school uses a unique co-teaching model that pairs a master's level educator and a speech language pathologist full-time in each classroom, and provides intensive, transdisciplinary services to children with hearing loss and their families, from birth through 3rd grade. The River School uses interventions that facilitate parent engagement as its recipe for success. Just over 92% of children with cochlear implants (CIs) at The River School close the gap in vocabulary knowledge with their hearing peers within 18 months. An intensive focus on emergent literacy beginning at 18 months of age has resulted in age appropriate reading and spelling achievement in early-implemented children with CIs. Outcomes data indicate a three-year intervention interval for children implanted by one year of age. All this achievable with a team approach and ensuring that the children's hearing has been appropriately assessed, their devices optimally programmed to access the speech spectrum, and support to ensure that the children's devices are working properly as to not miss auditory input for developing appropriate speech and language.

Instructional Level: Introductory | **Track:** Audiology and Aural Rehabilitation

11:15 am–12:15 pm

Seminar 36 – Monarch II

Anticipated Response of African Americans to Stroke Symptoms

Shatonda S. Jones, PhD, CCC-SLP, Rockhurst University

This study explored what African Americans aged 55 and older believed they would do in response to stroke symptoms. The study focused on individual factors related to stroke risk. A qualitative dominant mixed methods approach was used to collect data from African-Americans, either after a diagnosed stroke (n=6) or without a stroke history (n=14). Face-to-face interviews with participants explored their knowledge about strokes. Participants also completed questionnaires regarding factual knowledge, as well as illness representation, spirituality, and time perspective. The results of the study support a continued need for stroke education in the African-American. Stroke education should consider an individual's culture and how culture may influence an individual's health behavior. This education should also emphasize how seemingly benign symptoms may be indicative of a more serious condition. Approaching health education by integrating an individual's spiritual preferences, time orientation, and illness representation may help build more effective individualized health education and promote an improved adherence to health recommendations.

Instructional Level: Introductory | **Track:** Professional Affairs

11:30 am–12:00 pm

Student Forum 8 – Monarch I

Pathways to the Profession: The International Clinical Externship Experience

Danelle Blue, BS, The University of North Carolina at Greensboro;

Monique Goring, BA, The University of North Carolina at Greensboro;

Charnelle McClellan, BS, The University of North Carolina at Greensboro

In graduate school, the clinical externship experience serves as one of the primary learning experiences. Students learn about ethics, professionalism, documentation, balance in therapy practice, and what "real life" will be like once they enter the world as professional speech-language pathologists. Students typically complete their externships within close proximity to their university. Recently however, graduate students of UNCG have been given the opportunity to conduct their externships abroad in Barbados and on multiple military bases in Germany. This presentation will discuss how faculty and students collaborated to secure international externships and prepared for the experiences, and how the international experience may inform student's employment decisions and future clinical work. Additionally, this presentation will review the graduate student's clinical experiences, the advantages of clinical externships abroad, and what the students feel they have gained by completing their clinical study in a country vastly different from their own.

Instructional Level: Introductory | **Track:** Professional Affairs

11:30 am–12:30 pm

Seminar 37 – Monarch V

Using Impairment Versus Functional Based Approaches With Brain Injured Adults

Tina T. Smith, PhD, CCC-SLP, Tennessee State University; Terrie Denise

Gibson, PhD, CCC-SLP, Tennessee State University; Monique Simpson,

BS, Tennessee State University

Historically, researchers have championed various impairment-based approaches as being effective for treating persons with aphasia (Marshall, 2009; Cherney & Robey, 2008; Wambaugh, Duffy, McNeil, & Rogers, 2006). In contrast to impairment-based approaches, functional-based approaches are relatively newer and because available evidence of their efficacy is weaker, Zumbansen and Thiel (2014) suggested and that well-designed studies are needed to document the effectiveness of this type of therapy. Holland, Fromm, DeRuyter and Stein (1996), examined the literature on treatment issues and efficacy and found that adults with aphasia who received intervention improved in their speech/language skills more than those adults who did not receive intervention. Because of the variability of the manifestation of symptoms in brain injured adults, and the significance of effective intervention, it is important to document effective therapies. With this in mind, the purpose of this presentation is to discuss the effectiveness of impairment-based intervention and functional-based intervention in an adult neurogenic communication program led by graduate students in the TSU Speech Pathology and Audiology program.

Instructional Level: Introductory | **Track:** Language Development and Disorders

12:00 pm–12:30 pm

Student Forum 9 – Monarch I

Anyone Else Have This Problem? Facebook Groups and Voice Disorders

Emily S. Eisele, The University of North Carolina at Greensboro;

Krystal M. Speights, The University of North Carolina at Greensboro;

Robert Mayo, PhD, CCC-SLP, The University of North Carolina at Greensboro

The purpose of this study is to identify narrative themes written by members of five Facebook voice disorders support groups. The voice disorders of focus included laryngeal cancer, spasmodic dysphonia, and vocal nodules. Over a three-month span, we monitored the posts and comments made on each support group. Group membership ranged from 61 to 1,038 adults. We categorized member posts/comments based on 'emotional aspects' and 'professional aspects'. Within the emotional category, we included posts pertaining to self-empowerment, positive experiences, and negative experiences. Within the professional category, we included posts concerning education, treatment, and whether or not there were posts contributed by speech-language pathologists (SLP). We compared each of the different Facebook groups and their disorder of focus to determine which aspects were most helpful to their members. The results revealed that Facebook support groups are a great resource for emotional comfort. However, when it comes to education and treatment options, these social media venues may contain misinformation that may not be useful to support group members. With regard to members' posts about healthcare professionals such as SLPs, there was a consistent trend of uncertainty and mistrust from the members of these groups. In our opinion, the latter finding provides an opportunity for SLPs to use social media forms such as Facebook to educate people with voice disorders and offer them accurate information about assessment, treatment and counseling options.

Instructional Level: Introductory | **Track:** Speech, Fluency, Voice Development Disorders

1:45 pm–2:45 pm

Seminar 38 – Monarch V

Bridging the Gap: Discussions on Developing a Caribbean Association

Shameka Johnson, PhD, Howard University

In the spring of 2013, the presenter applied to the 2014-2015 ASHA Leadership Development Program to increase their leadership and professional development skills. As a participant in this program, the presenter was required to submit a project proposal. The presenter's proposal was to develop a Caribbean Association that connected islands with and without speech-language pathologists in the Western Hemisphere Caribbean islands such as the Bahamas, Turks and Caicos, Trinidad and Tobago, St. Lucia etc. to a U.S based speech, language, and hearing association to increase continuing education, research, and networking. This presentation is designed to have an open forum discussion about the interests, development, and introduction of a Caribbean Association affiliated to NBASLH. This presentation will discuss the representation of SLPs in the Caribbean islands, the disparity of communication disorders on these islands, some of the speech and language clinical areas with a need for research in the Caribbean, and future implications of the data presented, including the next steps in the discussion or development of a Caribbean Association - NBASLH affiliate.

Instructional Level: Introductory | **Track:** Global/International Issues

Convention Program Schedule – Saturday, April 16

1:45 pm–2:45 pm

Seminar 39 – Monarch IV

Young Children's Discourses of Race, SES and Gender

Mindy Lamb, SUNNY Buffalo State; Lauren Calabrese, SUNY Buffalo State; Lauren Farage, SUNY Buffalo State; Shakera Murray, SUNY Buffalo State; Vanessa Clifton, SUNY Buffalo State; Camilo Maldonado, PhD, SUNY Buffalo State

Over the course of nine months, we conducted an ethnographic study in an urban preschool classroom in the northeastern USA. Employing a sociocultural perspective of early childhood development, we investigated the various social and academic discourses related to race, SES, and gender, presented in a classroom for children between the ages of four and five years. Audio and video recordings, field notes, and interviews were processed using various tenets of discourse analysis and a grounded theory approach. Three specific research questions were established: what are young children's social and academic discourses related to race, SES, and gender, how do these discourses evolve over time, how do adults shape and influence these discourses. The results of the study indicated that discourses could be used to welcome or exclude children during social or academic interactions. Additionally, they could be used to express a sense of shared racial identity among like children or emphasize the differences between them. Children were marginalized and/or idealized based on perceptions of SES. Additionally, discourses were used to adhere to gender-typed behaviors, or challenge gender expectations. Most notably, a distinct hierarchy related to these factors emerged, revealing a nuanced and complex pecking order in the negotiation of social and academic activities within the classroom. This study illustrates the sometimes subtle, yet powerful and complex ways that social constructs impacted discursive practices within a preschool classroom.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

2:15 pm–2:45 pm

Student Forum 10 – Monarch I

Construct Validity of the OMNI Vocal Effort Scale for ADSD

Mariah Elaine Morton, BA, The Emory Voice Center; Edie Hapner, PhD, CCC-SLP, The Emory Voice Center; Ann Marie Finley, BA; Katherine Marks, MS, CF-SLP

Introduction: Measuring outcomes in the treatment of adductor spasmodic dysphonia (ADSD) has been problematic for clinicians (Braden et al, 2008). Changes in vocal effort have been proposed as an option for determining the success of botulinum toxin injections (Botox™) (Finley et al, 2014; Hapner et al, 2013; & Marks et al, 2013). Preliminary studies have demonstrated that the use of a 10 item effort scale, developed from the OMNI picture system (Robertson, 2004) to measure change after Botox™ is promising. A pilot study demonstrated that the system was sensitive to change between perceived vocal effort pre and one month post injection (Marks et. al 2012). The aim of this study was to determine the construct validity of the OMNI Vocal Effort Scale as an effective tool to measure change following Botox™ injection. **Methods:** 178 participants (male = 42, female = 132) diagnosed with ADSD by a Laryngologist and Speech-Language Pathologist were recruited for the study. All participants had completed a minimum of 5 injections to control for consistency in injection dosing. Participants assessment of vocal effort using the OMNI Effort Scale, voice quality of life using the VRQOL (Hogikyan et al, 1999) and the clinician's assessment of voice quality using the CAPEV (Kempster et al, 2009) were completed. **Results:** There was a weak correlation between the OMNI Effort Scale and VRQOL ($r = -.25$) and a moderately strong correlation between the OMNI Effort Scale and CAPEV ($r = 0.77$). **Discussion:** These results indicate that the OMNI effort scale may be useful in measuring change pre and post Botox™ injection.

Instructional Level: Introductory | **Track:** Speech, Fluency, Voice Development Disorders

2:30 pm–3:30 pm

Seminar 40 – Monarch II

Communication: Key to Older Adult Interprofessional Education (IPE) Care

Brenda Everett Mitchell, PhD, CCC-SLP, The University of North Carolina at Chapel Hill; Sharon Wallace Williams, PhD, CCC-A, The University of North Carolina at Chapel Hill; Anna Weinberg, BS, The University of North Carolina at Chapel Hill; Jessie Poteat, MS, Occupational Therapy, The University of North Carolina at Chapel Hill

Empirical evidence shows that most elderly adults want to stay in the home (Healthy People 2020). Therefore, locations in the communities have been developed to help meet some of the physical, cognitive and social needs to facilitate continued placement in the home. Graduate students in Speech Language Pathology, Physical Therapy and Occupational Therapy participated in an interprofessional education (IPE) summer clinical rotation. One of the primary goals was to identify the needs of older adults at one community based facility serving underserved citizens of North Carolina. In response to the needs assessment, students developed a sustainable dementia support group, a handbook for future students, and a communication booklet. They learned strategies to work with other professionals and the clients that they served and to consider various communication abilities and styles. This presentation will discuss demographics of the participants of the facility, survey results of health care providers, and preparatory steps to identify unmet needs. The presentation will also highlight the project deliverables including the dementia handbook and communication resources for staff and participants.

Instructional Level: Intermediate | **Track:** Professional Affairs

2:45 pm–3:15 pm

Student Forum 11 – Monarch I

The Super-Supraglottic Swallow Maneuver in Head and Neck Cancer Patients

Lauren Nicole Sharpe, BS, Old Dominion University

Head and neck cancer patients have an increased risk for developing dysphagia following surgical and radiation treatments. As a result of cancer treatment, fibrosis of the muscles involved in swallowing reduces the coverage of the laryngeal vestibule and negatively impacts the speed of laryngeal elevation, increasing the risk of aspiration. There are a variety of maneuvers utilized for patients with dysphagia to improve swallowing musculature and function. The super-supraglottic swallow is a maneuver characterized by adducting the true vocal folds and the ventricular folds to provide initial airway closure. The patient is instructed to hold his or her breath, place the bolus in the oral cavity, bear down, complete the swallow, and cough immediately following the swallow. By bearing down, further resistance is being created, in turn, increasing the amount of effort needed for proper airway closure to prevent aspiration. This presentation will explore the efficacy of the utilization of super-supraglottic swallow maneuver in head and neck cancer patients, as well as a comparison of the super-supraglottic swallow maneuver to other popular maneuvers (i.e., supraglottic swallow and the Mendelsohn maneuver). Research supports the use of this maneuver in patients with head and neck cancer to improve airway protection as well as laryngeal and hyoid bone elevation and excursion.

Instructional Level: Introductory | **Track:** Swallowing Function and Disorders

Convention Program Schedule – Saturday, April 16

3:00 pm–4:00 pm

Seminar 41 – Monarch V

Understanding Ebonics: Ain't Nobody Got Time For That!

Linda Marie Redmond Taylor, MA, CCC-SLP, Right Stuff Health Ministries

Ebonics is the primary language of most Blacks in America. For purposes of this abstract, the speech of American Blacks/African Americans will be the focus of this presentation, even though Ebonics' ancestral ties include African people in other places, i.e., the Caribbean. In 1973, Ebonics was coined and defined by Dr. Robert L. Williams, a psychologist, and Dr. Ernie A. Smith, a linguist, respectively. Being a compound of two words, "Ebony"(black) and "phonics" (sounds), Ebonics was created by enslaved Africans when they were forced to stop using their native African languages. The enslaved Africans wrapped their brains around the common English words that they heard, and, ingeniously, fixed them on top of their African grammars. Thus, Ebonics was born. Ebonics lives today as a viable language that shares English language sounds, but embodies an African canonical shape of syllable structure that is purely African. This strong cvcv vocalic pattern, along with distinct linguistic rules that developed as a result of the influence of numerous African languages, makes Ebonics distinct from English. Blacks have contributed Ebonics to society, and it is a distinct language that is used, naturally, by Blacks, especially when they are in their own communities and/or when they are excited and/or disturbed. Ebonics is a native tongue that continues to thrive, primarily, because of the segregation of Blacks in America. A lot of people "ain't got time" to hear the truth about Ebonics, but it is still considered to be the first language of 90% of Blacks in America.

Instructional Level: Intermediate | **Track:** Speech, Fluency, Voice Development Disorders

3:00 pm–4:00 pm

Seminar 42 – Monarch IV

Language and Literacy Interventions for at Risk Elementary Students

Yolanda Feimster Holt, PhD, CCC-SLP, East Carolina University;
Jordan Atkins, BS, East Carolina University; Amy Hammer, BS, East Carolina University

In 2013 only 17% of African American fourth graders achieved proficient or advanced scores on reading assessments compared to 46% of White and 20% of Hispanic children. African-American children are 2.8 times more likely to be enrolled in special education. Research on literacy skill in African-American children reveals a consistent negative correlation between high use of African-American English and low literacy skills. The African-American children who use Mainstream American English, code switch, on literacy assessments of expressive and receptive language, vocabulary, reading fluency and reading comprehension outperform African-American children who do not code switch. Public school grammar instruction is instruction in Mainstream American English. This instruction should provide the African American student with the skill necessary to become a proficient reader; yet the recent data indicate that African American fourth graders lag behind other groups in achieved reading scores. This presentation will report the results of a study on the effectiveness of explicit training in Mainstream American English morphology or phonology on the literacy outcomes of elementary school children. We hypothesized that a proportion of the at risk students lacked the linguistic skill necessary to recognize and exploit the distinguishing salient, meaningful, contrastive aspects of phonology, morphology, and morphosyntax of Mainstream American English necessary to be successful readers. Thirty two elementary aged students participated in the study. Preliminary findings indicate that MAE linguistic knowledge in the absence of conversational code switching ability can result in increased literacy skill.

Instructional Level: Intermediate | **Track:** Language Development and Disorders

3:30 pm–4:30 pm

Seminar 43 – Monarch I

What's Up Doc? Clinical or Research Doctorate Degrees in Speech-Language Pathology

Rachel M. Williams, PhD, CCC-SLP, Nova Southeastern University

A shortage of doctoral graduates especially with a PhD degree is well documented in the field of speech-language pathology. Over the past 10 years, the American Speech-Language-Hearing Association (ASHA), along with various colleges and universities across the country have implemented different strategies to try to recruit potential doctoral candidates. In addition, many professional articles have been written to raise awareness of the doctoral student shortage. Also, many university programs' websites have been organized to encourage post-master's professionals to enroll in doctoral studies. However, even with these recruitment efforts the shortage of doctoral graduates continues to persist in the field. In order to increase the number of speech-language pathologists with doctorate degrees many graduate programs now offer either a research doctorate (PhD), a clinical/professional doctorate (SLP.D.) or a doctorate of clinical science (CScD). Unfortunately, many potential students are confused as to which type of doctorate degree they should pursue. This presentation will help participants to understand the general differences between the research doctorate (i.e., EdD, PhD) and the clinical doctorate (i.e., SLPD, CScD, ClinScD). In addition, an overview of the nationally recognized clinical doctorate programs will be discussed. Also, this presentation will address the admissions criteria, the core curriculum, instructional formats, and research methodologies used to complete the graduate requirements for these clinical doctorate programs. Lastly, this presentation will assist students with identifying some of the professional outcomes that are the result of obtaining a doctorate degree.

Instructional Level: Introductory | **Track:** Professional Affairs

3:45 pm–4:15 pm

Technical Session 4 – Monarch II

Growing the Whole Clinician: Integrating Theories to Improve Supervisory Practice

Toni G. Walters, MS, CCC-SLP, Accotink Academy; Myesha Carter, MA, CCC-SLP, University of the District of Columbia

Because the field of speech and language pathology is a clinically focused profession, the sociocultural context of participation has received increased attention over the years. Researches and professional organizations have focused on increasing clinician competencies in content areas and in sociocultural aspects by way of requiring programs to provide a breadth and depth of training to meet the needs of clients. However, there has been little consideration given in the literature to how developmental trajectory, personality traits and self-directed learning experiences influence students as they navigate the clinical learning process. The theoretical backdrop of traditional supervisory practices is examined alongside the need to explore the question of whether or how development is associated with performance/success in clinical training, and, what role personality plays as students traverse the varying experiences that make up the landscape of their clinical training.

Instructional Level: Intermediate | **Track:** Professional Affairs

4:30 pm–5:30 pm

Highlighted Poster Presentations – Foyer

See Page 29 for a full list of posters.

Poster Session 1 – Friday, April 15 – 9:00 am–10:30 am

Why College Students at an HBCU Code Switch

Sheila Jonnese Bridges-Bond, PhD, CCC-SLP, North Carolina Central University; Robin Cox Gillespie, PhD, CCC-SLP, North Carolina Central University; Jasmyne Speller, MEd, CCC-SLP; James Osler, EdD, North Carolina Central University

The use of Ebonics has been quite controversial as witnessed in court rulings, establishing policies and procedures and prohibiting the discrimination of its speakers. The debate continues today within the academic arena, challenging the practices of educators, speech-language pathologists as well as linguists. An integral part of this controversy has been the use of code switching skills, particularly when applied by a youth group in varying contexts. This presentation will provide a summary of these findings and discuss the benefits, frequency and context in which code switching occurs as well as its value as a social tool.

Narrative Language Characteristics of Self-Generated Narratives in African American Preschoolers

Mia Kimmons, MS, CCC-SLP, University of Cincinnati; Amy Hobek, PhD, CCC-SLP, University of Cincinnati

The purpose of this poster presentation is to identify the narrative language characteristics of self-generated narratives in African-American preschool aged students, through an elicitation task creating storybooks through drawing and early writing. This presentation adds to the limited body of literature that exists in relation to the story generation of African-American preschoolers. In addition, the research from this presentation will identify dialectal and early writing features in African-American preschoolers.

The Effect of Presentation Modality on Adult's Story Retelling

Treasyri Nicole Williams, MA, CCC-SLP

When providing diagnostic therapy to individuals with communication deficits, speech-language pathologists often use a variety of presentation modalities to introduce a stimulus. This study investigated the relationship between presentation modality and story recall in young adults. Twenty participants were recruited from the campus of Hampton University to take part in the study. Results reflected there is no difference in the story recall scores of participants because of presentation mode. Continuation of this study with a larger sample size is recommended in order to improve reliability and validity.

The Parental Consent Requirement: A Rule of True Engagement?

Tamara Freeman-Nichols, PhD, CCC-SLP, Hampton University

Educational research has long established that students' academic and social outcomes improve with successful parent-professional collaboration in decision-making. Therefore, the Individuals with Disabilities Education Act (IDEA) supports the parent's right to be involved in the process of special education decision-making through the parental consent requirement. In a qualitative research study situated in the critical humanism paradigm, Freeman-Nichols (2013) examined the sociocultural contexts, processes and experiences that shape middle-class, Black parents' perceptions of and attitudes toward their involvement in special education decision-making. One of the three major study findings highlighted district-based structural issues that worked to compromise parents' collaboration with speech-language pathologists (SLPs) and other multidisciplinary team members to make sound decisions on behalf of their children with disabilities. In this presentation, the researcher will discuss, in detail, specific study results suggesting that professionals' interpretations of the parental consent requirement and their accompanying practices impact the extent to which parents are actively and meaningfully engaged in the process of special education decision-making. Furthermore, participants will be encouraged to reflect upon how their interpretations of the parental consent requirement may shape how they engage parents in collaborative decision-making.

Perceptions of Speech Pathology Students' Skills Preparedness for Community-Based Experiences

Katrina Evette Miller, MA, CCC-SLP, North Carolina Central University

The purpose of this study was to analyze the perceived preparedness of graduate speech-language pathology students who are placed in community based practicum sites. A questionnaire was distributed that ask participants what University based speech clinics and documentation used best assisted them in their community-based placements

SLPs' Perspectives of Multicultural Training in Academia, Practicum and Practice

Crystal C. Randolph, PhD, CCC-SLP, Valdosta State University; Janet Bradshaw, PhD, CCC-SLP, Armstrong State University

The increasing cultural diversity of the United States' population implores further implementation of multicultural counseling in the field of communication sciences and disorders (CSD). Multicultural counseling can be defined as counseling that occurs when the counselor and the client originate from different cultural groups and how this difference may affect the interaction of the counseling relationship. Subsets of cultural groups include religion, gender, sexual orientation and socioeconomic class. To provide the most reliable and efficient multicultural counseling, one must be multiculturally competent, acknowledge the cultural differences between the counselor and client and know how to implement multicultural counseling strategies. This is especially important for speech-language pathologists (SLPs) who may provide services to individuals with communication and swallowing disorders and for CSD faculty who may supervise graduate student clinicians; all of whom may be from various cultural backgrounds. SLPs first encounter with multicultural counseling should occur in their graduate or undergraduate curriculum; however, this may not always be the case. Thus, effective multicultural counseling may be lacking in the SLP-client and faculty-graduate student relationships. The current study seeks to investigate certified SLPs' experience with multicultural counseling as a learner, service provider and teacher. Some CSD curriculum may include a culture course and a counseling course, a combination of the two, one of the two or neither of the two. This inconsistency across universities may impact counseling services provided to clients and students. Therefore, it is important to first determine SLPs' learning experience with multicultural counseling and how that experience may or may not manifest into teachings and services related to providing multicultural counseling.

Speech-Language Pathologists and Orthodontists: Recognizing the Need for Referral

Kalie Joy Kowalski, BS, Howard University; Danielle Joie Williamson, BS, Howard University; Martine Elie, PhD, CCC-SLP, Howard University; Christina Quarterman, DDS, Howard University

Among the many disorders treated by speech-language pathologists are speech sound disorders. Speech sound disorders vary in severity and may be due to a number of different etiologies which include motor-based disorders (i.e. apraxia), structurally based disorders and conditions (i.e. cleft palate and other craniofacial anomalies), syndrome/condition-related disorders, and sensory-based conditions (ASHA). Individuals with structurally based speech sound conditions may require assessment and treatment from a number of different professionals in order to treat both the structural and speech concerns. Speech-language pathologists and orthodontists are among two of the specialty professionals that may be required to intervene in the care of clients who present with speech sound disorders as they are uniquely qualified specialists. Speech-language pathologists assess and treat individuals to increase their ability to communicate and swallow effectively, thereby improving their quality of life (ASHA, 2007), whereas orthodontists diagnose, prevent and treat dental and facial irregularities to correctly align teeth and jaws (AAO). The purpose of this presentation is to compare speech-language pathologists' and orthodontists' ability to recognize and refer patients across their specialties. The session will explore the following speech-language pathologists' and orthodontists' preparation to refer clients across their specialties, the rate at which speech-language pathologists and orthodontists refer clients to each other's specialty, speech-language pathologists' and orthodontists' ease in referring clients across their specialties.

An SLP's Guide to Pre-Operative Counseling for Laryngectomy Patients

Nancy Gauvin, EdD, CCC-SLP, Nova Southeastern University; Isabelle Rene, BA, Nova Southeastern University; Valesca St. Cyr, BA, Nova Southeastern University; Helene Fisher, SLPD, CCC-SLP, Nova Southeastern University

The purpose of this presentation is to provide students and speech-language pathologists (SLPs) in the field, concrete information about laryngectomy patients, their experiences and what pre-operative measures are necessary in order to ensure a successful experience for individuals undergoing partial or complete laryngectomies. This research is designed to raise awareness about the important factors that play a significant role into pre-operative counseling for laryngectomy patients. The intent of the presentation is to provide further knowledge as an SLP guide that will add to the field of speech-language pathology. This presentation will outline the need for further qualitative and quantitative research in the area of pre-operative counseling for laryngectomy patients.

Poster Session 2 – Friday, April 15 – 1:30 pm–3:00 pm

Identifying AAE Narrative Discourse Through the Literary Lens: Part I

Taylor Brianna Bird, Southern Connecticut State University; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University

Narratives are an important means of transmitting cultural values and linguistic heritage (Bliss & McCabe, 2008). While African-American English (AAE) narrative discourse has been a topic of research for almost two decades (Hyter, Rivers & DeJarnette, 2015), its nature as captured in text authored by African American writers has not been studied. Such study would provide classifications of AAE narrative discourse that are what DeJarnette, Rivers and Hyter (2015) identify as “emic” (measured from within the culture) rather than etic (measured from General American English [GAE] perspective). Thus, this work is Part One of a descriptive study that uses a non-experimental design to identify and classify the AAE narrative discourse styles found in the text script of the play, “The Piano Lesson,” by Pulitzer Prize winning author, August Wilson (1990). Specifically, the scenes from Act One of the play are analyzed for the metanarrative (over-arching cultural story that captures the historical and sociological nature of the African American experience) and the interactive discourse narratives displayed by characters in the play. The structure of the narratives and how discourse is regulated among characters in the play are analyzed for characteristic patterns unique to AAE. The findings of this study are shared and compared to findings from Part Two of the study (Berkovich & DeJarnette, 2015). Implications for use of culture sensitive (emic) measures of narrative discourse of AAE speakers are addressed.

Identifying AAE Narrative Discourse Through the Literary Lens: Part II

Caroline Anne Berkovich, Southern Connecticut State University; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University

Expressions of life that help individuals develop social relationships, narratives are essential to every culture (Lustig Y Koester, 2012). Thus, narrative styles differ across groups and are a reflection of cultural differences (DeJarnette, Rivers, Hyter, 2015; Hyter, Rivers & DeJarnette, 2015). Champion (2003) suggested that a “topic associative” style is unique to the African American speech community. As has been noted by Bird & DeJarnette (2015), the nature of AAE narrative discourse as codified in literary works authored by African American writers has not been investigated. Using an emic approach (DeJarnette, Rivers & Hyter, 2015) to examine the narrative discourse presented in literary work, this is Part Two of a descriptive study that uses a non-experimental design to identify and classify the AAE narrative discourse styles found in the text script of the play, “The Piano Lesson,” by Pulitzer Prize winning author, August Wilson (1990). Specifically, the scenes from Act Two of the play are analyzed for the metanarrative (over-arching cultural story that captures the historical and sociological nature of the African American experience) and the interactive discourse narratives displayed by characters in the play. The structure of the narratives and how discourse is regulated among characters in the play are analyzed for characteristic patterns unique to AAE. The findings of this study are shared and compared to findings from Part One of the study (Bird & DeJarnette, 2015). Implications for use of culture sensitive (emic) measures of narrative discourse of AAE speakers are addressed.

A Neuroscience-Based Study of Rhythm to Affect Reading Fluency

Sylvia Delores Bishop-Driggins, MS, CCC-SLP, Tennessee State University

Reading fluency and proficiency at the collegiate level is critical for retention and a successful academic experience in higher education. In 2005, 51% of high school students fulfilled ACT’s reading readiness standards for reading at the college level. In 2014, the National Assessment of Educational Progress released a reading progress report disclosing a reading proficiency level of 38 percent for 12th grade students in 13 participating pilot states. As college textual reading increases in complexities, reading readiness standards listed by the College Readiness Standards EPAS System (2008) correlate with eighth grade advanced standards. College Readiness Standards (EPAS) System (2008), require students to apply higher-order, critical thinking skills when reading more formidable passages. Unless students are able to meet the demands of the required reading within college curriculums, they are entering college academically at risk. As more graduating high school seniors are matriculating into higher education, academically at risk, concerns within academia that students are under prepared for success in their college studies are increasing. To address these concerns, reading support programs have been implemented to assist college students in acquiring those reading skills that will facilitate their ability to meet the demands of the required college reading. Tennessee State University offers a reading support program for students struggling with reading. A neuroscience-based pilot study implementing the musical metronome to effect reading fluency has been proposed to investigate any additional benefits for students participating in the reading program. Participating students are being randomly chosen for the six-week study.

Word Shapes of Mexican Spanish Speaking Infants and Toddlers

Silvia Martinez, EdD, Howard University; Nataly Millan, BS, Howard University

The process of performing word shape analysis helps to determine the frequency of syllabic patterns in children’s speech (Ingram & Ingram, 2001). While most studies have addressed English language speakers, information with regard to Spanish word shapes and syllable structures in children is needed. Further, word shapes and syllable structures vary from one Spanish dialect to another. In this study, cross-sectional language samples of infants and toddlers from a corpus of mother-child dyads from Mexico in the CHILDES database were used. Word shape and syllable analysis were used to determine developmental trends in Mexican Spanish speaking children. The analysis outcomes provide developmental trend information that may be used for assessment and treatment purposes. It further points to the need to address Spanish dialectal differences when performing assessments.

AAE Child Speakers With Language/Literacy Disorders: Best Intervention Practices

Kimmerly Harrell, MEd, CCC-SLP, University of Central Florida; Mary Mitchell, MA, CCC-SLP, University of Central Florida; Joanna H. Spielvogel, MA, CCC-SLP, University of Central Florida; Kenyatta O. Rivers, PhD, CCC-SLP, University of Central Florida; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University; Yvette D. Hyter, PhD, CCC-SLP, Western Michigan University

African-American English (AAE) is a language variation that follows a rule-governed system of linguistic content, form, and use. This presentation will be a tutorial, using a case study to illustrate a procedure for identifying language/literacy differences and disorders in and effective management goals for an AAE child speaker.

Noise-Induced Hearing Loss in a University Marching Band

Imani Evans, BA, Hampton University; Ja’Nae Harrison, BA, Hampton University; Myles Nobles, BA, Hampton University; Taylor Yarbrough, BA, Hampton University

Chung, Des Roches, Meunier, and Eavey (2005) found that most adolescents and young adults do not view hearing loss as “a very big problem” especially when compared to other health issues such as sexually transmitted diseases, alcohol and drug use, depression, smoking, and nutrition and weight. Marching band members are one population of adolescents and young adults that is exposed to excessively loud music regularly. Research conducted by Walter (2011) and Holland (2008) show that the noise levels in band rooms routinely exceed the noise level criteria set forth by the National Institute of Occupational Safety and Health (NIOSH). We used a parallel group design to examine the impact of noisy band rooms on the hearing health of members of the Hampton University marching band. To accomplish our research goal we compared hearing screening results obtained from 26 Hampton University students not in the marching band and 26 band members. We also administered questionnaire to assess band and non-band members’ knowledge, concerns, and attitudes about noise-induced hearing loss (NIHL). We found no significant differences between the hearing screening pass rate of band members when compared to non-band members. We also found that the responses of the members of the marching band to the questionnaire on NIHL did not significantly differ from the responses given by persons not in the marching band.

Poster Session 2 – Friday, April 15 – 1:30 pm–3:00 pm

Rating the Intelligibility of Faculty With Foreign Accents

Iris Alisa Johnson Arnold, PhD, CCC-SLP, Tennessee State University;
Isabella Kearney, BS, Tennessee State University; Stephanie Dixon,
BS, Tennessee State University; Stephanie Austin, BS, Tennessee
State University

Inside the Instructor's Studio (IIS) was a university program designed to share best practices and personal experiences in order to improve instructor communication effectiveness and enhance student experiences and learning in the college classroom. Participants (n=10) in IIS attended monthly meetings, video recorded two classroom interactions/lectures and evaluated their delivery from three perspectives: oral delivery, communication effectiveness and pedagogical techniques. The products (video and self evaluations) from the participants in Inside the Instructors Studio will be analyzed for level of intelligibility and awareness of communication effectiveness. Measures such as the degree of overall accentedness, baseline intelligibility scores, the rate of speech and qualitative descriptions will be presented. Data from faculty who speak English as a Second Language will be compared to faculty who are native English speakers. Bridging communication gaps and incorporating communication sensitivity are key components to effectively reaching the students in the classroom. The results of the current study will be used to assist in implementing an extension of the Inside the Instructor's Studio program.

Using Broad Versus Narrow Transcription With African American Preschool Children

Valerie E. Johnson, PhD, CCC-SLP, Montclair State University

The purpose of this study is to examine the use of broad versus narrow transcription (supplementing broad transcription with diacritics) in with African American preschool children. Specifically, this study examines whether speech-language pathology (SLP) students trained in narrow transcription will identify fewer final consonant deletion "errors" in the sample of a typically developing AAE-speaking child. A total of six SLP students trained in phonetic transcription were randomly assigned to two groups: three students trained in broad transcription; and three students trained to use narrow transcription. Using a speech sample, the two groups of students (broad and narrow) transcribed the final consonant productions. Research results for the two groups in identifying final consonant deletion "errors" will be described. The efficacy of using narrow transcription in clinical training and practice, especially with AAE-speaking children and the implications for assessment will be discussed.

Highlighted Poster Sessions – Saturday, April 16 – 4:30 pm–5:30 pm

Minority Undergraduate Recruitment and Retention Methods for Speech-Language Pathology

Billy C. Fuller, The University of North Carolina at Greensboro;
Ebonie L. Coley, BS, The University of North Carolina at Greensboro

The creation of an effective plan for recruitment and retention of minority undergraduate students into the profession of Speech-Language Pathology must become a focal point in order to create a more diverse workforce. The purpose of this presentation is to provide strategies that university CSD programs can use to recruit underrepresented students and facilitate diversity within the Speech-Language Pathology (SLP) discipline. The first phase of this project involved the collection of data via survey. The participants consisted of 200 ethnically diverse male and female students, ranging from 17-25 years of age enrolled in four-year universities, community colleges, and high schools. The survey was designed to examine the students' academic interests, personal and professional goals, academic and career motivation, and their overall perception of Speech-Language Pathology as a 'prestige career'. The results can be useful in confirming which schools have high performing minority students, developing beneficial recruitment methods, and implementing retention strategies to ensure success.

Spanish Word Shapes in Mexican Children Aged 20-36 Months

Silvia Martinez, EdD, CCC-SLP, Howard University; Nataly Millan,
Howard University; Ibtissem Rekik, Howard University

The process of performing word shape analysis helps to determine the frequency of syllabic patterns in children's speech. It also looks at how well the children maintain the number of syllables in target words (Ingram & Ingram, 2001). Word shape and syllable structure analysis are used to detail developmental trends and as assessment measures for diagnosis and research (Stoel-Gammon, 1987; Watson & Scukanec, 1997; Paul & Jennings, 1992; Pharr, Ratner & Rescorla, 2000; Stoel-Gammon, 1989; Tal et al., 1995). Although this type of analysis is seen as useful in the diagnostic process, there is a lack of use because of dearth of data. While some studies have been done to address English language speakers, information with regard to Spanish word shapes in children is needed. Furthermore, word shapes and syllable structures vary among the different Spanish dialects. This poster presents the results of analysis of Mexican children's speech samples aged 20-36 months.

Public Opinions of Stuttering in Haiti and Barbados

Milca Bellegarde, BS, The University of North Carolina at Greensboro;
Monique N. Goring, BA, The University of North Carolina at Greensboro;
Robert Mayo, PhD, CCC-SLP, The University of North Carolina at Greensboro;
Kenneth O. St. Louis, PhD, CCC-SLP, BCS-F, West Virginia University

The purpose of this presentation is to present preliminary findings of the Public Opinion Survey of Human Attributes-Stuttering (POSHA-S) administered in Haiti and Barbados. As reported by St. Louis (2011), "pilot studies have shown that samples of people around the world perceive stuttering almost as negatively as mental illness and obesity." As a result of these perceptions, persons who stutter often face negative social and economic consequences. Previously reported findings reveal a need for public awareness and education in order to reduce the stigma associated with stuttering. To date, few studies have been conducted to analyze the attitudes of people in the Caribbean toward speech and language disorders. The presenters conducted research to examine the opinions of adult participants in Haiti and Barbados towards stuttering. The POSHA-S was distributed via convenience sampling of 80 individuals in large metropolitan areas on the nations of Haiti and Barbados in the Summer of 2015. Findings from this study will contribute to the limited amount of stuttering research in the Caribbean and provide additional perspectives to previously conducted studies on public attitudes towards stuttering in various countries.

Speech-Language Pathologists' Knowledge of Disciplinary Literacy: A Statewide Survey

Karen C. Davis, PhD, CCC-SLP, Radford University

The investigator conducted a cross sectional survey design research project in an effort to gather information about speech-language pathologists (SLPs) knowledge and beliefs about disciplinary literacy in supporting students with and without language-learning disabilities. A 20-question survey was constructed through the use of Qualtrics, an online survey software tool. The survey consisted of multiple choice questions, open-ended questions using a Likert scale. An email invitation along with the survey link was emailed to Ms. Marie Ireland, speech-language impairment educational specialist for the Virginia Department of Education. The link was distributed to county SLP coordinators about this project. The investigator will track and sort survey responses through the use of the Qualtrics. The data will be analyzed to identify SLPs' knowledge and perception of disciplinary literacy, as well as current practices addressing disciplinary literacy. Currently, 240 surveys have been completed. Complete and final results will be available at the presentation along with the implications for SLPs' stake in adolescent literacy; specifically disciplinary literacy.

Highlighted Poster Sessions – Saturday, April 16 – 4:30 pm–5:30 pm

Exploring Cleft Palate in the Continent of Africa

Gloria Jean L. Wallace, PhD, CCC-SLP, BC-ANCDs, University of Cincinnati; Mariah Breyanna Emery, University of Cincinnati

According to Operation Smile, 1 in every 500-750 births around the world results in a child being born with a cleft lip or palate. Cleft lip and palate is the fourth most common birth defect in the world, and the most common facial defect. For many children in rural areas, the long and intensive medical treatment and habilitation associated with cleft lip and palate is simply not available. According to published findings, the prevalence and incidence of cleft lip and palate in Africa is low when compared to other areas (ex. Europe, Asia, and America). However, cleft lip and reports for Africa are based on small samples, and/or are hospital-based. They do not account for home births nor do they account for births that take place in remote areas (where many births take place) far from healthcare facilities. The poster will discuss the prevalence and incidence of cleft lip and palate in Africa, based on available (predominately hospital-based) data. Information presented in this poster is significant when one considers that the actual prevalence and incidence of cleft lip and palate in Africa may be higher than reported, because of likely underreporting of cases residing in rural areas. Implications for follow-up medical and habilitation will be discussed.

Is There a Relationship Between Articulation and Ortho Dental Disorders?

Martine Elie, PhD, CCC-SLP, Howard University; Shaleeta Jones, BS, Howard University; Lauren Buford, BS, Howard University

According to Operation Smile, 1 in every 500-750 births around the world results in a child being born with a cleft lip or palate. Cleft lip and palate is the fourth most common birth defect in the world, and the most common facial defect. For many children in rural areas, the long and intensive medical treatment and habilitation associated with cleft lip and palate is simply not available. According to published findings, the prevalence and incidence of cleft lip and palate in Africa is low when compared to other areas (ex. Europe, Asia, and America). However, cleft lip and reports for Africa are based on small samples, and/or are hospital-based. They do not account for home births nor do they account for births that take place in remote areas (where many births take place) far from healthcare facilities. The poster will discuss the prevalence and incidence of cleft lip and palate in Africa, based on available (predominately hospital-based) data. Information presented in this poster is significant when one considers that the actual prevalence and incidence of cleft lip and palate in Africa may be higher than reported, because of likely underreporting of cases residing in rural areas. Implications for follow-up medical and habilitation will be discussed.

Convergence or Divergence? The Influence of African American English in 21st Century America

Jazmine Gordon, BS, Howard University; Jemila Stanley, BS, Howard University

In 1986, linguists William Labov and Wendell Harris advanced the Divergence Hypothesis which was their observation that, despite what was expected as a result of desegregation, African-American English (AAE) and Standard American English (SAE) were becoming less similar in spoken features. This notion was met with stern opposition from several other linguists, particularly those of African-American origin. Labov and Harris based their hypothesis on the assumption that SAE was a static target and, through the natural process of decreolization, AAE should have been converging toward SAE. Yet, they observed the opposite phenomenon wherein AAE appeared to be developing away from SAE, hence the "divergence" hypothesis. Naturally much has changed in the past three decades. A new generation of speakers of American English exists today influenced by new media, unrestricted cultural mixing and crossover popular culture. Presently, it would appear that AAE is static, and SAE may be converging due to influences of AAE. This investigation examined this notion by recording the presence of AAE features in non-African-American graduate students in a Historically Black institution. Features, commonly believed to be characteristics of AAE were found in the speech samples of the participants. Implications of this study affect expectations of clinical assessment and outcomes in adolescents and young adult clients.



Highlighted Poster from the Recipients of the Widex Scholarship

Barriers to and Facilitators for Seeking Hearing Healthcare: A Four-Country Perspective

Cornetta Mosley, The University of Washington

It is well-known that a large proportion of older adults who have hearing impairment do not seek hearing healthcare services. The present study utilizes focus groups to explore the barriers to and facilitators for seeking hearing healthcare in four English-speaking, developed countries.

A Tribute Robert M. Screen



"At some point in our lives, there is a kind of glory that comes over us and makes us realize what our lives are truly about: About giving, and helping others, and learning to understand that whatever achievements we accomplish are the result of the compassionate support of those who gave to us. It is with this spirit that I accept the award, ASHA Honors. It is because of the love and support of my wonderful family ... and the magnificent students at ... Hampton University that I am receiving this award. For you as my family, your love and commitment [have] shown itself to be a kind of glory from above. Indeed, you have truly gone forward and 'let your lives do the singing.'" Dr. Robert Martin Screen: 2001 Honors of the Association, American Speech-Language-Hearing Association (ASHA).

Hampton University faculty, students and alumni recently mourned the loss of Dr. Robert Martin Screen, former chairman of the Communicative Sciences and Disorders Department at Hampton University who passed away in Newport News, Virginia on Wednesday November 18, 2015.

At-A-Glance – Thursday

| Thursday, April 14, 2016 | PM 1:00 | 2:00 | 3:00 | 4:00 | 5:00 |
|---|--|--|------|------|------|
| PROFESSIONAL AFFAIRS | Seminar 3 – Monarch V <i>Paradigm Shift: Interprofessionalism and Enhanced Continuum of Service Delivery</i> (McNeilly) 1:00 pm - 3:00 pm | | | | |
| | Seminar 4 – Monarch I <i>Overview of the Guidelines for the Clinical Doctorate in Speech-Language Pathology</i> (Williams) 1:15 pm - 2:15 pm | Seminar 5 – Monarch II <i>The Influence of Intersecting Identities on Clinical Report Writing</i> (Kennedy) 2:15 pm - 3:15 pm | | | |
| | Seminar 6 – Monarch IV <i>Panel Discussions: Pathways to Funding</i> (Schuele, Rivera-Rentas, Shekim, Castle, Ellis) 2:15 pm - 4:15 pm | | | | |
| AAC | Seminar 9 – Monarch II <i>Revolutionizing Healthcare for Life Participation: It's a Matter of Faith</i> (Wallace, Gordon) 3:30 pm - 4:30 pm | | | | |
| GLOBAL/INTERNATIONAL ISSUES | Seminar 8 – Monarch V <i>Speech-Language Pathology in Cuba: Our Afro Cuban Neighbors (Battle)</i> 3:30 pm - 4:30 pm | | | | |
| | Seminar 1 – Monarch IV <i>ASHA/PAHO Collaboration: Building Capacity in Three Countries</i> (Martinez, Rosa-Lugo, Weddington, Waterston) 1:00 pm - 2:00 pm | Seminar 7 – Monarch I <i>Building Cross-Curricular Literacy Skills in Middle-School: Opening Access</i> (Nellenbach, Gillespie) 2:30 pm - 3:30 pm | | | |
| LANGUAGE DEVELOPMENT AND DISORDERS | Seminar 2 – Monarch II <i>A Model for Identifying Pragmatics in Culturally Linguistically Diverse Populations</i> (DeJarnette, Hyter, Rivers) 1:00 pm - 2:00 pm | Seminar 10 – Monarch I <i>Cognitive Strategies and Communication: Exercising the Aging Brain</i> (Gibson, Smith, McCoy) 3:45 pm - 4:45 pm | | | |
| Tech Session 1 – Monarch V <i>Donn Bailey - Gender Differences of Narratives from African-American Preschoolers' Self-Generated Stories</i> (Moody, Hobek) 4:45 pm - 5:45 pm | | | | | |

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

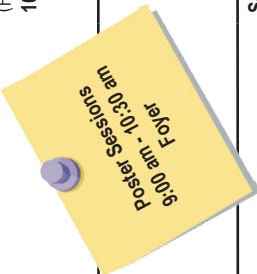
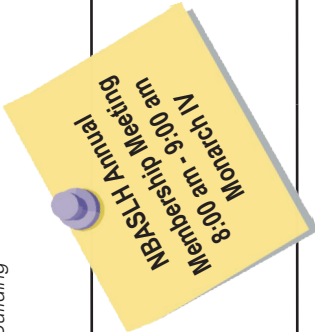
Thursday, April 14
8:00 am - 5:30 pm

Friday, April 15
9:00 am - 6:00 pm

Saturday, April 16
8:00 am - 5:15 pm



At-A-Glance – Friday AM

| At-A-Glance – Friday AM | | | | |
|---|--|--|-------|-------|
| Friday, April 15, 2016 | | AM 9:30 | 10:00 | 11:00 |
| AUDIOLOGY AND AURAL REHABILITATION | Seminar 12 – Monarch I Listening and Spoken Language Intervention for HI Children 0-3 (DeMesme-Trosclair, Kramer) 9:30 am - 10:30 am | Seminar 15 – Monarch I Aural (Re)Habilitation: Reflections and Retooling, From Old School to New School (Rosa-Lugo) 10:45 am - 11:45 am | | |
| |  | | | |
| BUSINESS MANAGEMENT | Seminar 13 – Monarch II Pathways to ASHA Leadership (McCrea, Robinson) 9:30 am - 10:30 am | | | |
| GLOBAL/INTERNATIONAL ISSUES | Seminar 11 – Monarch IV The ABC's of International Development Work for Professional Capacity Building (Martinez, Elie) 9:30 am - 10:30 am | Seminar 17 – Monarch IV Academically Speaking: An Initiative to Assist Faculty With Accents (Bishop-Driggins, Johnson-Arnold) 10:45 am - 11:45 am | | |
| PROFESSIONAL AFFAIRS | | Seminar 16 – Monarch II DIY Publication: The Wave of the Future (Payne) 10:45 am - 11:45 am | | |
| SPEECH, FLUENCY AND VOICE DEVELOPMENT AND DISORDERS | Seminar 14 – Monarch V The Multidimensional Model of Stuttering as Influenced by Feuerstein (Radford) 9:30 am - 11:30 am | Seminar 18 – Monarch V Speech-Language Services for Transgender Individuals: A Comprehensive Communication Approach (Adams, Nicholson) 11:45 am - 12:45 pm | | |
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Affiliates Meeting

Friday, April 15

2:00 pm - 3:00 pm

Nova

Student Chat

Friday, April 15

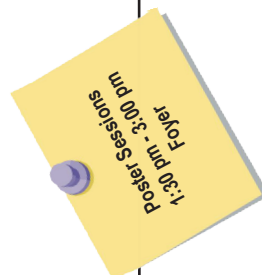
12:00 pm - 1:00 pm

Monarch II



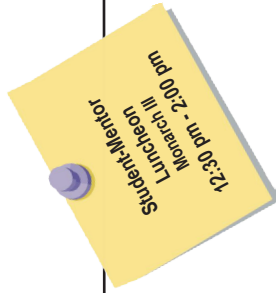
At-A-Glance – Friday PM

| At-A-Glance – Friday PM | | | | | | |
|---|---|---|---|------|------|---|
| Friday, April 15, 2016 | PM 12:00 | 1:00 | 2:00 | 3:00 | 4:00 | 5:00 |
| BUSINESS MANAGEMENT | Seminar 23 – Monarch II <i>Creating, Protecting and Promoting Your Professional Brand</i> (Johnson) 1:15 pm - 3:15 pm | | | | | |
| GLOBAL/ INTERNATIONAL ISSUES | Seminar 19 – Monarch IV <i>Introducing Trinidad and Tobago: A Baseline Assessment</i> (Lindsay, Wiggins) 12:00 pm - 1:00 pm | Seminar 26 – Monarch IV <i>When Local Becomes Global: Challenges of the Refugee Crisis on Local Communities</i> (Battle) 2:30 pm - 4:30 pm | | | | Seminar 29 – Monarch IV <i>Increasing Critical Thinking Skills in Graduate Clinicians: Travel Abroad Opportunities</i> (Johnson) 4:45 pm - 5:45 pm |
| LANGUAGE DEVELOPMENT AND DISORDERS | Seminar 20 – Monarch I <i>The Validity of Teacher Ratings in Kindergarten Language Screenings</i> (Gregory, Oetting) 12:00 pm - 2:00 pm | <div><div>Poster Sessions 1:30 pm - 3:00 pm Foyer</div><div>Seminar 27 – Monarch I <i>Three Screeners for Low-Income, African American Preschoolers</i> (Wynn Moland, Oetting) 3:30 pm - 4:30 pm</div></div> | | | | |
| PROFESSIONAL AFFAIRS | Seminar 22 – Monarch IV <i>Designing Culturally Responsive Individualized Interventions in Schools</i> (Kimmons, Hobek) 1:15 pm - 2:15 pm | Seminar 25 – Monarch V <i>Because, It is What We Do</i> (Lamb) 2:15 pm - 3:15 pm | DSRF 2 – Monarch II <i>Lessons in Teacher, Course and Multicultural Development: A Course Autopsy</i> (Cotton, Pluskota, Mayo) 4:00 pm - 4:30 pm | | | Tech Session 2 – Monarch I <i>Language or Ludicrousness: Textese & Ethical Implications for Speech-Language Pathologists</i> (Telford) 5:00 pm - 5:30 pm |
| SPEECH, FLUENCY AND VOICE DEVELOPMENT AND DISORDERS | Seminar 28 – Monarch V <i>Teaching First Generation College and Grad Students: These Aren't Millennials</i> (Robinson, Ginsberg, Mayfield-Clark) 3:30 pm - 4:30 pm | | | | | |
| SPEECH, FLUENCY AND VOICE DEVELOPMENT AND DISORDERS | Seminar 24 – Monarch I <i>Fluency and Language in Children</i> (Richels) 2:15 pm - 3:15 pm | | | | | |
| SWALLOWING FUNCTION AND DISORDERS | Seminar 21 – Monarch V <i>Multicultural Considerations of Dysphagia Rehabilitation Post Trauma</i> (Garcia) 1:00 pm - 2:00 pm | | | | | |



At-A-Glance – Saturday AM

| At-A-Glance – Saturday AM | | | | | |
|---|--|---|--|---|---|
| Saturday, April 16, 2016 | AM 8:00 | 9:00 | 10:00 | 11:00 | PM 12:00 |
| NSIG PRESENTATIONS | Seminar 32 – Monarch II It's a Game Changer: The Benefits of FEES in Long Term Care (Norman) 9:00 am - 10:00 am | | | | |
| AUDIOLOGY AND AURAL REHABILITATION | DSRF 5 – Monarch V Barriers and Facilitators for Seeking Hearing Healthcare: A Four-Country Perspective (Mosley, Baylor, Pichora-Fuller, McMahon) 8:00 am - 8:30 am | Seminar 33 – Monarch II Dysphagia Tool Kit: Clinical Approaches to Dysphagia Management in Rural Settings (Norman, Vinson, Crawford) 10:00 am - 11:00 am | | | |
| GLOBAL/ INTERNATIONAL ISSUES | SF 1 – Monarch I Investigating the Failing Literacy Grade in Caribbean Territories (Braham, Johnson) 8:00 am - 8:30 am | Tech Session 3 – Monarch IV Monarch IV Auditory Processing and its Disorders: Definition and Implications for Professionals (Hawkins, Lucker) 10:30 am - 11:00 am | | | |
| LANGUAGE DEVELOPMENT AND DISORDERS | SF 2 – Monarch I Identifying Optimal Movie Scenes for Language Development and Intervention in Children (Brown, Horn, Seifullah, Johnson) 8:30 am - 9:00 am | SF 3 – Monarch I Understanding Sarcasm: An Intervention for Children with High Functioning ASD (Ortega, Kearney, Ziaee, Harley, Friat) 9:00 am - 9:30 am | SF 4 – Monarch I Use of Music Intervention With Children With Autism (Toro Ramirez, Coley, Olagoke) 9:30 am - 10:00 am | SF 5 – Monarch I Digital Dual Language Books for Preschool Children (Falcone, Kuhn, Hobek) 10:00 am - 10:30 am | Seminar 37 – Monarch V Using Impairment Versus Functional Based Approaches With Brain Injured Adults (Smith, Gibson, Simpson) 11:30 am - 12:30 pm |
| PROFESSIONAL AFFAIRS | DSRF 6 – Monarch V The Urban Speech-Language Pathologist: Perspectives on Disproportionality (Bernard) 8:30 am - 9:00 am | SF 12 – Monarch V An Analysis of Programming Targeting Improving Communication Between Students and Faculty With Accents (Kearney) 9:00 am - 9:30 am | DSRF 13 – Monarch V The Effects of the Vocabulary Scenario Technique on Ninth Grade English Learners Who Struggle With Literacy (Harrell) 9:30 am - 10:00 am | SF 6 – Monarch I The Benefits of Short Study Abroad Opportunities for COSD Graduate Clinicians (Gay, Johnson) 10:30 am - 11:00 am | Seminar 34 – Monarch V Using Semantic Features to Improve Retrieval Skills in Naming (Lamb) 10:15 am - 11:15 am |
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| | DSRF 6 – Monarch V The Urban Speech-Language Pathologist: Perspectives on Disproportionality (Bernard) 8:30 am - 9:00 am | SF 12 – Monarch V An Analysis of Programming Targeting Improving Communication Between Students and Faculty With Accents (Kearney) 9:00 am - 9:30 am | DSRF 13 – Monarch V The Effects of the Vocabulary Scenario Technique on Ninth Grade English Learners Who Struggle With Literacy (Harrell) 9:30 am - 10:00 am | SF 6 – Monarch I The Benefits of Short Study Abroad Opportunities for COSD Graduate Clinicians (Gay, Johnson) 10:30 am - 11:00 am | SF 7 – Monarch I Ethical Issues and Decision-Making Challenges for the Clinicians (Gay, Johnson) 10:30 am - 11:00 am |
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At-A-Glance – Saturday PM

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|---|--|------|------|------|
| Saturday, April 16, 2016 | PM 1:00 | 2:00 | 3:00 | 4:00 |
| GLOBAL/ INTERNATIONAL ISSUES | <div>Seminar 38 – Monarch V Bridging the Gap: Discussions on Developing a Caribbean Association (Johnson) 1:45 pm - 2:45 pm</div> | | | |
| | <div>Seminar 39 – Monarch IV Young Children's Discourses of Race, SES and Gender (Lamb, Calabrese, Farage, Murray, Clifton, Maldonado) 1:45 pm - 2:45 pm</div> <div>Seminar 42 – Monarch IV Language and Literacy Interventions for at Risk Elementary Students (Feimster, Holt, Atkins, Hammer) 3:00 pm - 4:00 pm</div> | | | |
| LANGUAGE DEVELOPMENT AND DISORDERS | <div>Seminar 43 – Monarch I What's Up Doc? Clinical or Research Doctorate Degrees in Speech-Language Pathology (Williams) 3:30 pm - 4:30 pm</div> | | | |
| | <div>Seminar 40 – Monarch II Communication: Key to Older Adult Interprofessional Education (IPE) Care (Mitchell, Williams, Weinberg, Poteat) 2:30 pm - 3:30 pm</div> <div>TS 4 – Monarch II Growing the Whole Clinician: Integrating Theories to Improve Supervisory Practice (Walters, Carter) 3:45 pm - 4:15 pm</div> | | | |
| SPEECH, FLUENCY AND VOICE DEVELOPMENT AND DISORDERS | <div>SF 10 – Monarch I Construct Validity of the OMNI Vocal Effort Scale for ADSD (Morton, Hapner, Finley, Marks) 2:15 pm - 2:45 pm</div> <div>Seminar 41 – Monarch V Understanding Ebonics: Ain't Nobody Got Time For That! (Redmond, Taylor) 3:00 pm - 4:00 pm</div> | | | |
| | <div>SF 11 – Monarch I The Super-Supraglottic Swallow Maneuver in Head and Neck Cancer Patients (Sharpe) 2:45 pm - 3:15 pm</div> | | | |

Highlighted Posters
Fairwell Reception
4:30 pm - 5:30 pm

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