2011 NBASLH Convention Proceedings

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Columbo Meets Barnaby Jones: Unraveling the Mysteries of Winning Grant Proposals

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

Removing the Training Wheels: A Round Table Forum on Choosing the Desired CFY Setting

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

PHAT and the ASD Client

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

Thinking Like a Subject: Recruiting Underserved and Vulnerable Populations

Joyce L. Harris, PhD, University of Texas – Austin;
Sharon E. Moss, PhD, Office of Research Oversight (VHA)
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The involvement of human subjects in research has undeniable benefits. However, recruitment of those subjects may present its challenges. This session will provide an overview of strategies that facilitate effective recruitment of human subjects. Particular attention will be given to delineating tools that may minimize the challenges faced when investigators are recruiting subjects from racial and ethnic minority populations, women, and vulnerable populations. The session will conclude with a discussion of some of the ethical issues impacting subject recruitment, and strategies for enhancing responsible conduct of research ---and maintaining integrity in science --- throughout the subject recruitment process.

Autism: Attacking Social Interaction Problems (AASIP) Program Implementation

Betholyn Fay Gentry, PhD, University of Arkansas for Medical Sciences; Pamela Wiley, PhD, The Los Angeles Speech and Language Therapy Center; Jamie Torres, MA, The Los Angeles Speech and Language Therapy Center
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Social skills therapy is a form of intervention that is being implemented with individuals who have social skills deficits. The value of this type of therapy has been questioned by some researchers and heralded by others as being extremely effective. Specifically, this presentation will outline the program Autism: Attacking Social Interaction Problems (AASIP). The purpose of this three-hour short course is to present the AASIP program, a social skills treatment program designed for working with children diagnosed with ASD. Intervention suggestions will be made for working with children ages 4-9 and 10-12 years of age, plus a parent resource guide. Clinicians who need more information about autism spectrum disorders and specific social skill intervention lessons for children ages 4-12 years of age diagnosed with autism spectrum disorder will benefit from this presentation.

Using Reminiscence Therapy As A Communication Intervention for Dementia

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

Affective and Cognitive Dimensions of Stuttering in Women Who Stutter

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

Barriers to School Reintegration After TBI in North Carolina

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Schools need an evidenced-based management protocol to deal with issues specifically related to TBI in adolescents. Such a protocol would promote educator comfort in addressing the needs of this population, and would enhance successful long-term outcomes for students. This presentation explores the barriers to school reentry for students after TBI in North Carolina. Problems such as lack of organizational preparedness, minimal collaboration between healthcare and educational professionals, and insufficient training for educators regarding TBI will be discussed. The results of a survey that investigated the barriers to successful school reentry after TBI in North Carolina will be presented.

Universal Design for Learning (UDL) and AAC in Multicultural Contexts

Robin Cox Gillespie, PhD, North Carolina Central University; Sheila Jonnese Bridges-Bond, PhD, North Carolina Central University; Shameka Johnson, MEd, Howard University; Jonise Cromartie Brown, MEd, North Carolina Central University
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Universal design for learning through AAC/AT promotes inclusion, offering multiple means for learning and expression. While AAC users cross all racial and ethnic groups, best practices indicate the need for AAC/AT services to be culturally and linguistically appropriate. Huer (2008) writes that culture is most critical to communication and consequently the delivery of AAC services. Yet, learning and service delivery models most often perpetuate a mainstream, often Eurocentric perspective (Huer, 2008). This session will address the application of UDL and AAC in multicultural contexts.

Phonological Awareness Skills In Culturally and Linguistically Diverse Undergraduate Students

Silvia Martinez, PhD, Howard University; Tinita Ortega, MS, Howard University
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Recent research targeting phonological awareness in undergraduate students has pointed out to correlations between these abilities and the abilities to carry out transcription tasks appropriately. Not only are these skills necessary for phonetics and phonological tasks, but also for managing cases that address language and reading disabilities.

This research project evaluates the phonological awareness skills of culturally and linguistically diverse undergraduates in an effort to identify those skills that may be necessary to include as part of the undergraduate or graduate training curriculum.

A Systematic Review of Hearing Loss and Dementia: The Role of Amplification

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While hearing loss is the third most common chronic condition in older adults (65 and older), currently one in eight older adults have Alzheimer's disease, the most common type of dementia. Further, for those with dementia, hearing impairment may result in a more rapid cognitive decline.

Given the increase in the number of older adults, audiologists and speech-language pathologists can expect to work with many older clients with a combination of dementia and hearing impairment. The purpose of this session is to review and organize empirical evidence related to hearing loss and dementia and to examine the role of amplification.

Comparison of Normative Studies in Spanish Speech Sound Acquisition

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

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

Spanish Phonetic Inventory of 3-5 Year Olds of Central American Backgrounds

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

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

Performance of Bilingual Spanish/English-Speaking Children on a Modified Form of the Token Test

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

Variability in Spanish Dialects

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

Learning Styles of Students of Communication Sciences and Disorders

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

Language Performance of Students Who Are Sequential Mandarin-English Bilingual Speakers

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Speech-language pathologists assess language abilities in children who are bilingual who may speak Mandarin Chinese. At present, the standard method is to use English language tests, such as the Comprehensive Assessment of Spoken Language (CASL). It is questioned whether this test may be culturally biased and results might over identify children who are Mandarin-English speakers as having language disorders. This poster session looks at four subtests of the CASL for a group of students who are sequential Mandarin-English bilingual speakers. Results are compared with the test norms, and findings suggest that some tests may be culturally biased against these students.

Auditory Processing Abilities in Students Who Are African-American

Jay R. Lucker, EdD, Howard University
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Speech-language pathologists assess language abilities in children who are bilingual who may speak Mandarin Chinese. At present, the standard method is to use English language tests, such as the Comprehensive Assessment of Spoken Language (CASL). It is questioned whether this test may be culturally biased and results might over identify children who are Mandarin-English speakers as having language disorders. This poster session looks at four subtests of the CASL for a group of students who are sequential Mandarin-English bilingual speakers. Results are compared with the test norms, and findings suggest that some tests may be culturally biased against these students.

Why a Clinical Doctorate in Speech-Language Pathology?

Frederick Turner, MEd, University of Pittsburgh & UPMC South Side Hospital Centers of Rehab Services; Paula Leslie, PhD, University of Pittsburgh
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Standard graduate programs are increasingly challenged to prepare students with the knowledge and skills required to practice as medical speech-language pathologists. Students need to be taught process oriented strategies including critical thinking and evidence-based practice. Healthcare provision must be evidence-based but even seasoned clinicians struggle to find, evaluate and disseminate such evidence. Professionals need basic research skills wherever they are on the clinician-researcher continuum.

We will focus on the degree rationale and ethos, and how the degree was designed to meet needs of medical speech-language pathologists working in multidisciplinary fields. We will present first had experience of a new student.

Assessment and Treatment in Traumatic Brain Injury: A Literature Review

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

Speech-Language Pathologist Comfort Levels in ELL Service Delivery

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This study surveyed speech-language pathologists to determine their comfort levels providing assessment and intervention to English Language Learners. The two central research questions were: (a) What are speech-language pathologists' comfort levels in providing service delivery to English Language Learners? and (b)To what extent, if any, does professional development on working with English Language Learners reflect speech-language pathologist service delivery comfort levels? The study utilized a six item questionnaire. Participants were drawn from 196 randomly selected attendees at an ASHA Schools Conference and a Missouri Speech-Language-Hearing Association Conference. This research was compared to previous phenomenological research on classroom teachers' perceptions on teaching kindergarten and grade one English Language Learners.

Readability of Aphasia Materials for Clients and Their Families

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

Taking Multiculturalism to new Heights: Providing SLP Services Overseas

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

Home Care: The "Other" Adult Setting for SLP's

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

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

Iris Johnson, PhD, Tennessee State University; Cierra Baker, Tennessee State University; Daniel Flatt, BA, Tennessee State University; Alex Gibbs, Tennessee State University; Jalesa Howard, Tennessee State University; Jeanna LaNier, Tennessee State University; Chareva McCullough, BS, Tennessee State University; Lauren Phillips, Tennessee State University; Lauren Prather, BA, Tennessee State University
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Hip Hop and Rap Music are popular cultural entities appealing to many African Americans and others across various spectrums (e.g., race, geographical regions, educational level, SES, etc.). The lexicon used by many young African

Americans is emphasized and frequently represented in this popular culture (Charity, 2008). Additionally, African American English (AAE) is central to the structure and style of rap music and is described as a generative source of much of this African American expressive culture (Daley, 1998).

The current research explores various aspects of AAE within Hip Hop/Rap Music. Past and present songs within the Billboard.com genre of Hip Hop/Rap Music will be analyzed for content of AAE. The hypotheses of this research are: (a) sharply stratified AAE characteristics in the lyrical content attracts a specific, less diverse audience (resulting in less Billboard.com rating success) and (b) increased use of AAE is not correlated with the amount of advanced linguistic forms (figurative language, personification, etc.) within the song.

Aphasia Advocacy, Education and Community Outreach: National and Local Perspectives

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

Assessment in Online Distance Education: The Testing Dilemma

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

Planning Ability, Aging and Spoken Discourse Production

Valarie B. Fleming, PhD, Texas State University-San Marcos
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Thirty neurologically intact adults were assessed in terms of spoken discourse production and the planning component of executive function (EF). The purpose of this study-in-progress is to explore the planning component of EF and to understand how planning ability contributes to spoken discourse production. The aims of this study are: 1) to identify characteristics of spoken discourse in younger and older adults in tasks of varying complexity; 2) to determine if there are differences in younger and older adults in terms of planning ability; and 3) to determine the relation between spoken discourse production and the planning component of EF.

Multicultural Course Transformation: Documenting Effectiveness in a Pedagogical Framework

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

Knowledge of Communication Wellness in Middle School-Age Students

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

2012: A Year of Change for Audiologists
Ronald Jones, PhD, Norfolk State University;
Kenneth Pugh, PhD, University of Texas at Dallas
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The purpose of this presentation is to open a dialogue, particularly, with students who may have interests in becoming audiologists. The standards proposed by ASHA for clinical competency in audiology will be discussed. The curriculum framework of current and future doctoral training programs in audiology will also be described. The presenters hope to initiate a support network for African American audiologists entering the profession at the doctoral level.

Basic Communication Performance Measures of a Cohort of Students Attending a Historically Black College
Ronald Jones, PhD, Norfolk State University;
Nwakaego Iwenofu, BA, Hampton University
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The purpose of this presentation is to introduce the results of an exploratory study that established baseline data regarding the communication performance (e.g., speech articulation, hearing, receptive and expressive vocabulary, reading rate/comprehension, and writing performance) of a cohort of freshmen students enrolled in a non-remedial freshmen level communication performance class at Norfolk State University, Norfolk, VA. NSU is a HBCU. The data from this study show significant deficits for each of the assessed communication performance areas that appear to place these students at risk for future academic success.