2014 NBASLH Convention Proceedings

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A Case Study: Communication and Dysphagia Management in Dementia
Shaleeta Jones, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This research project investigated a case study of a 73 year old male diagnosed with dementia with Lewy Bodies. Research has shown that dementia with Lewy Bodies is the second most common cause of neurodegenerative dementia in older adults (McKeith, 2004). Due to the neurological damage that occurs, cognition as well as dysphagia are two vital areas the speech-language pathologist provides management strategies. Best practices for assessment and treatment were investigated regarding patients diagnosed with dementia. This research project will examine the course of service delivery for the case study and provide a comparative analysis based on scholarly literature reviewed. Future research implications will also be explored.

A Case Study: Examining Speech and Language Skills in ALS
Chelsea Marie Grate, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This current research project presents a case study analysis of a 36.6 year old male diagnosed with Amyotrophic Lateral Sclerosis (ALS). ALS is defined as a progressive, fatal motor neuron disease usually involving both the upper and motor neuron pathways. The role of the SLP when providing assessment and intervention strategies include evaluating the client for an AAC device in a timely manner. This research project will examine the history, assessment and communication management strategies for a single subject diagnosed with ALS. Furthermore, a comparative analysis of scholarly literature will also be examined highlighting best practices for assessment and treating ALS. The role of the SLP will also be explored.

A Content Analysis Study of Electronic Blogs on AAVE
Charnelle C.A. McClellan, University of North Carolina at Greensboro; Robert Mayo, PhD, University of North Carolina at Greensboro

Online blogs are easily accessible resource venues when conducting research in the area of linguistic diversity. By clicking a mouse, we are able to view posted information about any topic of interest. Some blogs focusing on linguistic diversity, provide historical information, others take a sociopolitical slant and others examine the links between language, culture and education. Although many blogs are credible and useful, it is important to know when a blog is counterproductive. The latter types of blogs may contain minimal information or may not be accurate. When viewing a blog for relevant information, it is important that the blog exhibit certain characteristics and features that make it credible to use. The purpose of this study was to conduct a content analysis of online electronic blogs that focus on African-American Vernacular English (AAVE). Twenty electronic blogs in existence for a minimum of two years and that focused on the topic of AAVE were identified and analyzed for the following characteristics and features: purpose, focus (historical, sociopolitical, academic, entertainment,

etc.), single-author vs. open-author format, trends in discussion content, credentials of the site blogger(s), and usefulness of blog content to speech-language pathology practitioners or students. Among the major findings of the study were few of the AAVE blogs were authored by persons with a background in linguistics, language diversity, or communication sciences and disorders and while some of the blogs contained content that might be useful to practitioners or students, others lacked relevant information.

African-American English and Its Relationship to Literacy Achievement
Megan Owens, BA, North Carolina Central University; Faebeb Fulford, BA, North Carolina Central University; Sandra C. Jackson, PhD, North Carolina Central University; Ymani Satterwhite, BS, North Carolina Central University; Jaimee Daniels, BA, North Carolina Central University; Omnia Radwan, BA, North Carolina Central University; Elizabeth Roswall, BS, North Carolina Central University

This research examines the relationship between children's use of African-American English and their literacy achievement through a review of the research literature. We describe research results for African-American children in elementary school and summarize research findings. We will discuss clinical implications of this research for speech-language pathologists.

An Exploratory Study of the Narrative Production of African-American 5th Graders
Roszina Danielle Scott, BA, Indiana University; Megan Catherine Mahowald, PhD, Indiana University

The purpose of this study is to explore the narrative production of fifth grade African-American students. Research questions of the present study include: what is the nature of African-American fifth grade students' narratives produced for an African-American examiner and European American examiner; what are the fifth grade students' perception of narrative production in school opposed to in the home; what is their overall perception of teachers' beliefs about narrative production; what is the relationship between narrative production and reading achievement? Thirteen participants were recruited from an urban middle school in the Midwest. Participants completed a narrative sample and narrative interview with both an interviewer inside and outside of their cultural group. Standardized reading assessment scores and demographic information was collected for each participant. Qualitative analysis procedures included transcription from video recordings, identifying key concepts from knowledge of African-American narratives from the existing literature, and implementing primary and secondary scoring rubrics. The results indicated that the majority of participants: told better quality narratives to the interviewer within their cultural group; note that there is a difference between stories told at home and at school; felt that teachers would not understand their story and that they did not understand the words they used. Findings from the current study hold implications to increase the recruitment and retention of practitioners from underrepresented racial backgrounds into the profession of speech pathology as students illustrate increased narrative abilities when sharing their experiences with members from their cultural group.

Applying to Graduate School: The Race and the Journey

Iris Johnson Arnold, PhD, Tennessee State University; Kia Johnson, PhD, James Madison University; Valerie Johnson, PhD, Montclair State University; Silvia Martinez, EdD, Howard University; Michele Norman, PhD, Longwood University; Rachel Williams, PhD, Nova Southeastern University

Getting into graduate school is a journey which truly begins with the first class a student takes as an undergraduate. It is composed of many requirements and expectations including experiences inside and outside of the classroom. Admissions committees consider overall grade point average, major grade point average, standardized test scores, letters of recommendation, personal statement and a variety of other factors when making admission selections. Applicants diligently, hurriedly and emotionally race to gather the required materials in an attempt to highlight their strengths and minimize weaknesses. There are, however, other important factors that students may not be aware of (e.g. programs' designated number of students admitted annually, funding opportunities, rubrics used to guide the admittance selection process, etc.). Faculty from six universities with graduate programs in speech-language pathology will participate in a candid discussion about the factors that influence the difficult admissions decisions. Specifically, the panel will openly discuss their specific selection process including rubrics, factors that may weigh more heavily than others, as well as participate in a question and answer segment with seminar attendees. This interactive discussion will benefit all involved or interested in the journey to the masters or doctoral degree.

Assessment and Treatment of Paradoxical Vocal Fold Motion

June Graham-Bethea, MA, North Carolina Agricultural and Technical State University; Edwinna Kolio-Hicks, North Carolina Agricultural and Technical State University

This study is a meta-analysis of existing investigations regarding the assessment and treatment of Paradoxical Vocal Fold Motion (PVFM) in children and adults. PVFM is a laryngeal disorder that affects more females than males. PVFM is defined as a respiratory disorder characterized by the involuntary adduction spasm of the true vocal folds during inhalation of breathing. Inflammatory, neurologic, neoplastic, iatrogenic or psychological factors have been identified as possible etiological risks for developing PVFM. Over the last 10-15 years, the frequency of PVFM has increased. Of the reported cases of PVFM, 78% of patients are between the ages of 10 and 40. Many studies have investigated the impact of PVFM on children and adults. Overall studies have shown that PVFM can be effectively treated. The role of the speech-language pathologist in the assessment and treatment process will be reviewed and implications of findings will be presented.

Assessment and Treatment of Spasmodic Dysphonia: A Client's Perspective

David Lamar Dean, BA, North Carolina Agricultural and Technical State University; June Graham-Bethea, MA, North Carolina Agricultural and Technical State University

This study was conducted to examine how individuals with Spasmodic Dysphonia (SD) regard the assessment and treatment of their disorder. A survey was completed by 20 individuals with SD. The survey addressed issues pertaining to the specific assessment and treatment methods that each participant received. Spasmodic Dysphonia is a voice disorder characterized by involuntary movements or spasms of one or more laryngeal muscles during speech production. There are three types of SD: Adductor, Abductor and Mixed. Adductor SD is the most common form of Spasmodic Dysphonia. The speech of those with SD may have a strain-strangled, tight, breathy or whispery voice quality. The initial symptoms of SD are most commonly found in individuals between the ages of 30-50 years of age. More women are generally affected by SD than men. Overall findings showed that various forms of assessment and treatment were found to be effective. The implications of these findings will also be presented.

Awareness and Prevention of mTBI: Educating High School Student-Athletes

Laura T. Puryear, MA, Genesis Rehabilitation Services; Robert Mayo, PhD, University of North Carolina at Greensboro

In 2011, the Gfeller-Waller Concussion Awareness Act was signed into law in the state of North Carolina. There are three major areas of focus in this law: education, emergency action and post-concussion protocol implementation and clearance/return to athletic play or practice following concussion (mTBI - mild traumatic brain injury). While the educational component of this law specifies that parents/guardians be provided with educational materials regarding the effects and symptoms of a concussion, it does not accurately gauge what the student-athlete actually knows and understands about a concussion, concussion symptoms and potential long-term effects of concussion. It also does not evaluate the student-athlete's attitudes toward concussion severity and safety while playing a high impact sport. The purposes of this study were to survey high school football players to determine their awareness of and knowledge about concussions and their attitudes toward concussions and to determine whether educating student-athletes on mild traumatic brain injury had any effect on increasing their knowledge about mTBI and/or changing their attitudes toward mTBI so as to promote making informed decisions with regards to their health and well-being on and off the football field. Twenty-four high school student-athletes completed a mTBI pre-education program survey, participated in a concussion education program and completed a mTBI post-education program survey. Results showed that student-athletes' awareness and knowledge of mTBI increased following the educational experience. The educational and prevention roles of the speech-language pathologist in sports-related mTBI will be discussed.

Benefits of Passy-Muir Valves in Speech, Swallowing and QOL

Brian Charles Hurley, BS, North Carolina Central University; Elizabeth Rambusch, MA, UNC Hospital and University of North Carolina Chapel Hill

This is a case study that examines a young lady who is battling a condition called Neuromyelitis Optica (NMO), and her use of a Passy-Muir Valve. NMO is a condition that causes the inflammation and demyelination of the optic nerve and spinal cord. Symptoms

of NMO commonly result in loss of vision and spinal cord function leading to weakness, paralysis and overall reduced sensation in the arms and legs, and bowel/bladder control according to National Institute of Neurological Disorders and Stroke and National Institutes of Health (2010). Passy-Muir is a company that has the only research supported closed position valve for speech production (Passy-Muir Inc., 2013). Affordable speaking valves like the one showcased in this study can be placed on a variety of patients providing them with a voice and improved Quality of Life. As described by Phillip Seed and Greg Lloyd's "Quality of Life", effective communication and the ability to communicate enhance Quality of Life. The importance communication has on Quality of Life is one that is seen through communicating feelings, and ability to express oneself in the least restrictive way. Using a Passy-Muir Valve allows patients to communicate in this manner to improve their emotional well-being, and openly communicate with medical staff, family and friends. Providing an outlet to communication directly correlates to the increased Quality of Life for the patient, and this study provides data that supports this claim.

Best Practices in the Assessment and Management of Puberphonia
June Graham-Bethea, MA, North Carolina Agricultural and Technical State University; Chelsea Grate, North Carolina Agricultural and Technical State University

A meta-analysis was conducted to examine best practices for the assessment and treatment of Puberphonia. Commonly referred to as Mutational Falsetto, Juvenile voice and Incomplete Voice Mutation, Puberphonia affects 1 in 900,000 people. It is defined as "the failure to eliminate the higher pitched voice of pre-pubescence and to substitute it for the lower pitched voice of post-pubescence and adulthood in the presence of a structurally normal larynx" (Alam, Sinha, Kumar, Katarkar, Jain, 2012). The defining characteristics of Puberphonia include a high-pitched voice, breathiness and hoarseness. This study will highlight the role of the speech-language pathologist in diagnosing and treating the disorder. Overall, studies have shown that Puberphonia is a disorder that is highly responsive to treatment and can be managed effectively through voice therapy. Implications of these findings will be presented.

Blast-Induced Communicative Disorders in U.S. Combatants: Role of the SLP
Maida Bermúdez Bosch, BS, University of North Carolina at Greensboro; Pedro Ortiz Marti, BS, North Carolina Agricultural and Technical State University; Robert Mayo, PhD, University of North Carolina at Greensboro

On September 11, 2001, the world witnessed one of the most devastating attacks on the United States of America. The destruction of the World Trade Center by terrorist attacks in New York City changed the lives of many Americans and put into motion a series of events that lead to Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF). More than two million soldiers have been deployed to Iraq and Afghanistan since the United States entry into Afghanistan in 2001, and Iraq in 2003. Approximately 6,648 soldiers have lost their lives and many

more have been wounded. Since the Civil War in 1861, the use of Improvised Explosive Devices (IEDs) has increased along with the quantity of injuries suffered by US military personnel. Owens et al. (2006) analyzed and described the types of wounds suffered by US military personnel in Iraq and Afghanistan between October 2001, and January 2005. A total of 6,609 wounds were reported in 1,566 soldiers and of these 29.4% of injuries were to head and neck region. Numerous studies describe trauma caused by blasts but few describe how this type of trauma impacts communication. The purposes of this presentation are to describe the communication, swallowing and hearing disorders seen in military personnel caused by blast waves, describe the speech-language pathologist's role in the assessment and treatment of blast wave survivors and describe areas in need of further research on this topic.

Bridging the Gap Between Speech Pathology and Applied Behavior Analysis
Landria Seals Green, MA, SLC Therapy, PC

Clients with Behavior Intervention needs, including autism, have a need for ABA and speech pathology. Shaping theory in Applied Behavior Analysis views improving speech and language skills through methods including Verbal Behavior and Discrete Trial Training. This shaping philosophy often leads speech-language pathologists trying to understand their place in treatment given the 20-40 hour treatment hours found in ABA therapy. The purpose of the presentation is to increase participant understanding of applied behavior analysis, reshape and retool the purpose of the SLP in ABA program treatment planning, demonstrate how to collaborate with ABA professionals and utilize the same professional jargon seen in Applied Behavior Analysis.

Coaches' Perceptions of the Long Term Outcomes of a Concussion
Tyese Hunter, MS, Tennessee State University; Tina Thompson Smith, PhD, Tennessee State University; Terrie Denise Gibson, PhD, Tennessee State University

The Center for Disease Control (2011) defines a concussion as a type of traumatic brain injury, or TBI, caused by a bump, blow or jolt to the head that can change the way a brain normally works. Sarmento, Mitchko, Klein and Wong (2010) reported that most people recover fully after a concussion but that the signs and symptoms of a concussion could last minutes, several months or longer with thinking, memory, learning, language and emotions being affected. Recent evidence suggests that sports-related injuries are more serious than previously thought. Young athletes appear to recover from a concussion more slowly than older athletes. U.S. emergency departments have been reported to treat an estimated 135,000 sports/recreational/related traumatic brain injuries including concussions among children ages five to 18 (Caine and Maffulli, 2002). Approximately 41% of athletes return to competition too soon (American College of Sports Medicine, 2012). Since there is a significant decline in the health related quality of life and an increased likelihood of educational intervention associated with even mild TBI (Yeates, Kaizar, Rusin, Bangert, Diterich, Nuss, Wright and Taylor, 2012), it is important to inform coaches about the dangers of concussions. With this in

mind, the purpose of this study was to examine the knowledge and training that coaches (from middle school to college level) may have regarding concussions (signs and symptoms) as well as the long term outcomes of concussions, specially the effects that concussions may have on speech, language and cognitive skills.

Code Switching Awareness and Behavior in African-American College Students

Tracey Calvo-Clarke, BS, Howard University; Sheena Newson, BS, Howard University; Kara Tamayao, BS, Howard University; Alicia Paige Thompson, BS, Howard University

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

Cognitive Factors Involved in Speech Perception: Implications for Intervention

Jessica R. Sullivan, PhD, University of Washington

The primary focus on the habilitation of children with hearing loss has been on the hearing assistive devices. However the advances made in technology have not translated to improved education outcomes for children with hearing loss. This presentation will focus on cognitive factors related to improvements in speech perception in noise and better intervention for children with hearing loss. In addition, several studies investigating the role of working memory in noise will also be discussed.

Comparing the Effects of Synthesized Speech and Digitized Speech Presented in Background Noise

Devon Lynntrice Dee, MA, Howard University

Many educational technology computer based programs have speech output provided for instructional purposes and basic communication. Speech produced by technology may be difficult to understand. A child's ability to hear and understand orally presented linguistic concepts in the educational setting is vital for learning. Children are required to use lexical integration abilities to understand linguistic concepts presented to them. Lexical extraction aids the child in identifying the key words that explain the linguistic concept presented. Classroom acoustics and background noise can interfere with the child's abilities to comprehend the verbal information presented. The present study is to investigate the comparison of digitized speech and synthesized speech presented to typically developing school-aged children in the presence of background noise and quiet. The purpose of the study is to determine whether there are differences in children's comprehension when linguistic information is presented through digitized speech and synthesized speech and then examine the role these differences have on comprehension. There are two types of iPad applications that will be used to provide speech output. Background noise and quiet will be presented in the same way during both types of speech output instruction.

Comparison of AAE Features in Spoken and Written Language in African-American College Students

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

Koch, Gross and Kolts (2001) define code switching as the ability to adapt one's behavior as a response to a change in the situation or context. For African-Americans, linguistic code switching is the status of "bi-dialectalism", that is having both SAE and AAE for use as required. For code switching to become unconscious and habitual, the ability to self-monitor is essential. This study posited that many African-Americans who do not code switch are unaware of subtle AAE features in their speech. As a result they may not code switch completely as desired. The aim of this investigation was to examine the presence and nature of AAE features in the formal speech and writing samples of African-American college students. Participants included 30 African-American undergraduate students, aged 18 -25 years enrolled in a Principles of Speech class. Two research questions examined: what are the most frequent phonological, grammatical, pragmatic and supra-segmental features of AAE in the speech of African-American college students? and what are the similarities and differences in the spoken and written samples with regard to frequency of AAE features and the specific AAE features used?

Conflict Tactics of African-American Supervisors in Speech-Language Pathology

Lakieta L. Emanuel, SLPD, High Desert Speech and Language Center, Inc.

The purpose of this concurrent mixed-methods study was to investigate the conflict resolution tactics that African-American speech-language pathology supervisors use to resolve conflicts with their supervisees. The study was designed to investigate three different tactics African-American clinical supervisors reported they would most likely use in a hypothetical conflict situation with a supervisee. Seventy-seven African-American speech-language pathology supervisors completed the adapted survey that presents

a hypothetical conflict scenario involving a supervisee who did not complete a reading assignment. The participants were asked to rate how likely they would be to respond using 15 different comments. Each participate responded based on three different excuses given by the supervisee as to why the assignment was not completed. Each of the 15 comments were coded as described by McCready et al. (1996) as a conflict tactic that was competing, collaborative or avoidant. The researcher added open-ended questions to the end of the survey to probe the participants' opinions regarding the impact that culture has on conflict in clinical supervision. .

Criteria for the Certificate in Recognition of Cultural Competency (CRCC)
Ronald Jones, PhD, Norfolk State University

This presentation introduces recently adopted standards and criteria for awarding the Certificate in Recognition of Cultural Competency, the CRCC. Applicants for the CRCC would be required to submit a portfolio containing documents (i.e., letters of support, transcripts, writings, citations, etc.) to evidence their accomplishment(s) for each of 10 standards. A three-member panel, comprised of individuals who themselves have been deemed qualified to be awarded the CRCC, will review an applicant's portfolio and provide a rating (i.e., 0, 1 or 2 points) for each standard. Applicants receiving a total rating of 10 points or higher will be recommended for the CRCC. Applicants not receiving a recommendation will be informed of the panel's decision and provided with recommendations on how to improve upon or otherwise attain cultural competency recognition at a later date. Attendees at this presentation will be given self-assessments of their cultural awareness and sensitivity, and will be invited to share their professional experiences working with culturally, racially, socially and linguistically diverse populations.

Cultural Competency of Clinicians Working With Diverse Populations in SNFs
La'Toria Janel Elliott, MEd, Brookshire Nursing Center

Cultural competency is necessary to promote patient participation and success during evaluation and treatment sessions in skilled nursing facilities (SNFs). Clinicians must be able to implement therapy while considering the individual's background especially those suffering from cognitive deficits. This survey addressed the cultural competency of clinicians working with minorities patients in the skilled nursing settings. The reported findings will focus on clinician's self-perceived cultural competency when working with patients of minority background in SNFs. Tips will be provided to increase the cultural competency of clinicians working with these diverse populations.

Cultural Familiarity and Figurative Expressions in African-American Young Adults
Alaina Davis, MS, Howard University; Wilhelmina Wright-Harp, PhD, Howard University

This study investigated the effect of cultural familiarity on the recognition and interpretation of culturally-related proverbs and figurative expressions from culturally-related music genres versus proverbs from standardized cognitive-communicative tests and traditional African-American (AA) proverbs in AA young adults. Secondly, the study aimed to explore the influence of culturally-related proverbs and figurative expressions from culturally-related music on verbal production at the macrostructure level of discourse. Participants included African-American young adults who have sustained mild traumatic brain injury and AA young adults who are nonbrain-injured. A musical questionnaire that included questions related to musical preference, comprehension of lyrics and social activities was administered prior to the figurative language protocol.

The data was analyzed by each task: recognition, interpretation and multiple-choice. The relationship between recognition and interpretation was analyzed as well as the relationship between verbal interpretation and multiple-choice. Lastly a qualitative analysis of the verbal responses was conducted. The results of this study provide culturally appropriate techniques to utilize in the assessment and treatment with African-American young adults.

Deafness in Mexico, Does Everyone Have a Voice?
Jacklyn Suzanne Coats, MEd, Carolina Speak Now, LLC

This presentation will take an in depth look at the education and medical treatment of deaf children and adults in Orizaba, Mexico. In Mexico, as opposed to the US, there is a significantly higher rate of deafness among the general population. This presentation will look at the education options available to both children and adults who are hard of hearing or deaf and the obstacles that they face living among a hearing and oral population. Also, current medical options and availability of these treatments to the general population will be discussed. Data obtained will be based on interviews with licensed deaf educators, the clients and their family. The presenter will discuss their struggles, their triumphs, and the increased need for culturally and linguistically sensitive education and medical options in Mexico.

Differential Diagnosis and Treatment of Childhood Apraxia of Speech
RaDiah Simone Reynolds, MS, Friendship Pediatric Services

This presentation is intended to provide functional and evidence-based information regarding the assessment, diagnosis and treatment of childhood apraxia of speech (CAS). A clinician's knowledge and skills regarding the characteristics of CAS are directly related to his or her ability to distinguish CAS from other speech disorders. According to the Childhood Apraxia of Speech Association of North America (CASANA), about 3-5% of preschoolers are affected by CAS. Children with CAS later have problems with phonological awareness, reading and writing skills once they enter school. Appropriate assessment, diagnosis and treatment of CAS is an in-depth procedure that involves commitment from both the SLP and the family of the child with CAS.

Diversity and Multicultural Replication Models for CSD Undergraduates
Kimberly Grace Mamari, Towson University

Over the years, there have been many methods in recruiting and retaining minorities and underrepresented populations in the field

of communication sciences and disorders (CSD). Diversity in people and ideas are important to maintain success at the collegiate and professional level. This presentation will analyze the effectiveness of various methods, as well as the advantages and disadvantages. Methods used in other institutions will be discussed, including multicultural groups and diversity committees, and their goals and typical sequence of events. The incorporation of education in cultural competency for all students in the field will also be discussed. This presentation will serve as a resource for those who are interested in the recruitment and retention of minority students specifically at the undergraduate level. A replication model will be demonstrated that can be implemented in other university communication sciences and disorders departments.

Early Intervention and the Autistic Child: The SLP's Role
Lakieta Emanuel, SLPD, High Desert Speech and Language Center, Inc.
  This presentation will support the current research that supports the benefits of early intervention, for not only the speech and language delayed child, but for children who are diagnosed with Autism Spectrum Disorders (ASD). For the purpose of this presentation Early Intervention will be defined as speech and language therapy administered with children between the ages of zero and three years of age. Presenters will identify the barriers that children with ASD under the age of three have that impact their ability to develop communication naturally. Barriers that will be identified and discussed include; limitations in sensory and emotional regulation, limited referencing and limitations in the understanding of cause and effect. Practical therapy techniques and goals for these children will be presented and demonstrated through video of live therapy sessions. Ethical issues regarding these young children will also be discussed. SLPs play an integral part in assisting pediatricians, child psychologists and pediatric neurologists with making appropriate and early diagnosis of children suspected to have ASD, who are under the age of three. The presenter will discuss the actions necessary to help the child be identified and will also discuss parental guidance in this very sensitive area of our practice.

Early Speech and Language Development in Children With Autism
Reynel Janne Weng, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University
  This research is a meta-analysis of current scholarly literature regarding the best assessment and treatment practices for children diagnosed with autism. Based on the review of literature children with autism spectrum disorders exhibit significant deficits in social communication including spoken language and are treated before substantial delay is detected in age-appropriate speech and language acquisition (American Psychiatric Association, 2000). The role of the SLP regarding best practices in assessing and treating autism in the early intervention population is well documented and will be discussed. This research will also review current trends

in early intervention as well as effective strategies for caregiver involvement and education. Future research implications as well as limitations of the study will also be explored.

Early Speech and Language Development of Substance Abused Infants
David Lamar Dean, BA, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University
  This research is a meta-analysis of the literature related to the implications of early speech and language development for substance abused infants. This research explored evidence based practices regarding the role of the SLP and effective treatment and evaluation methods. The research question under investigation is: What are the best evidence-based clinical approaches for speech assessment and intervention of cocaine exposed infants? Research suggests that infants exposed in utero have deficiencies in cognitive performance, information processing, and attention retaining ability (Carver, 2008). Current trends regarding evidence-based practices will be explored as well as future research implications.

Early Speech and Language Development: Infants With Hydrocephalus
Khalyn Yvette Jones, BA, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University
  The purpose of this study is to conduct a meta-analysis research involving speech and language implications for children with hydrocephalus, as well as the best speech and language assessment practices for the most effective service delivery. Research suggests many children born with hydrocephalus later have difficulty in the areas of speech and language; whether it is a delay or a disorder (Barnes and Dennis, 1998). This research is a review of existing data regarding the speech and language symptoms of those persons who are born with or acquire hydrocephalus. Follow-up studies on this subject matter show that persons with hydrocephalus evidence a range of discourse impairments, including impairments in speech and language (Barnes and Dennis, 1998). According to the National Hydrocephalus Foundation, specific impairments in speech and language are due to sensory and neurological differences. Assessment and intervention practices suggest to involve careful consideration of all sensory and motoric areas in addition to remediation with cognitive stimulation. Implications and a discussion of further speech-language pathology practices will be explored.

Education and Training of 21st Century SLP/As: Global Opportunities
W. Freda Willson, PhD, Visions Work!
  This presentation will identify and describe global opportunities available to SLP/A students and professionals in the 21st Century. The presenter will discuss the impact of multicultural sensibilities and the role they play in professional and clinical development. Intrinsic and extrinsic motivations as well as SLP/A Trainees values,

along with core skill/knowledge will be reviewed. Implications for students, instructors, clinicians and other professionals interested in global SLP/A experiences will be highlighted.

Empowering Black Parents as Effective Special Education Decision-Makers

Tamara Lynn Freeman-Nichols, PhD, Hampton University

This presentation examines the sociocultural contexts, processes and experiences that shape middle-class Black parents' perceptions of their involvement in special education decision-making. Selected tenets of critical race theory (CRT) created the research lens through which the in-depth interviews of four parents, professionals from the schools in which the parents' children were enrolled, were analyzed. Three of the professional participants were SLPs. The study's results centered around three primary findings, the first of which identifies power differentials, in which professionals possess markedly more decision-making power than parents. As education professionals who serve on multidisciplinary teams as service providers and local educational agency representatives (LEAs), SLPs should empower Black parents as effective decision-makers.

Enhancing Classroom Experience for CSD Graduate Students: Technology Focused Courses

Shameka Nicole Johnson, PhD, Richard Stockton College of New Jersey

Today's generation of students are more in tune to their phones text messaging, iPads, Facebook, Instagram and twitters than the information presented in the textbooks. Because of this we may be losing valuable opportunities to teach these students at a medium more comfortable to them and easy to relay information. This presentation will discuss the process and benefits of modifying current graduate level courses to incorporate various platforms of technology in all opportunities. The presentation will discuss specific platforms the presenter has used to teach two courses in the communication disorders department at Stockton College and various other options available to the audience. In addition, the presenter will take you through a brief walk through of how to set up some of these platforms and modify its original intent to fit the needs of a communication disorders course at any level (graduate and undergraduate).

Evaluation of A Standards-Aligned Communication Curriculum and Assessment Program

Jacqueline E. Jones-Brown, EdD, Speech Consultant

This presentation will summarize an evaluation of a Standards-Aligned Communication and Assessment program developed for students enrolled in pre-kindergarten through twelfth grade. The ultimate goal is two-fold. First, this presentation will provide insight into the necessity and usefulness of program evaluation as a conceptual framework for an applied research design. Secondly this presentation will provide insight regarding the necessity of aligning school-based speech-language pathology services with state academic standards. A review of the literature conducted by Jones-Brown(2012), suggested that there is a need for school-based speech-language pathologists to extend the research by conducting evaluations of programs implemented within their perspective schools and or school districts. Stakeholders deserve data to verify and support a programs impact, effectiveness and sustainability. Secondly, a literature review conducted by Jones-Brown (2012), indicated that legislative mandates within No Child Left Behind Act of 2001, and the 2004, re-authorization of the Individuals with Disabilities Act, require school-based speech-language pathologist to provide services that give students access to the general education curriculum. Moreover, speech-language pathologists are held accountable for student success within the general education curriculum.

Flipping the Script: Engaging CSD Students Through a Flipped Classroom

Cherie M. Avent, MA, Guilford Technical College; Robert Mayo, PhD, University of North Carolina at Greensboro; Carrie L. Stacey, MS, University of North Carolina at Greensboro

The foremost objective of education is to ensure student learning. As student demographics and learning styles change, new and/or unique instructional approaches are put forth to accomplish such goal. A more recent technique making its way through traditional lecture-style college courses is "the flipped classroom." Its aim is to increase engagement and learning by having students study materials (i.e., view a short video lecture and complete reading) prior to attending class and then use in-class time for practice assignments and/or complete activities that develop higher level thinking. A traditional lecture-style course positions a teacher as the depositor of knowledge, allowing students to become passive participants in their education. Due to its collaborative approach, technological advances and readily available internet resources, budgetary constraints and increase for demonstration of learning, interest in the flipped classroom has gained attention. The purposes of this presentation are to describe a flipped classroom and discuss techniques and/or strategies useful for engaging students in communication sciences and disorders and other disciplines in a flipped classroom.

GPA, GRE/MAT Scores as Predictors of Success on the Praxis

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

Many programs in communication sciences and disorders (CSD) have a large number of applicants for a small number of slots causing admission to many graduate programs to be very competitive and increasingly difficult. According to Orlando (2005), many studies have been conducted to examine whether the GRE is a reliable predictor of success in graduate school with the results ranging from little if any predictive validity to finding a strong correlation between GRE scores and graduate school achievement. As a result, graduate admission committees have not only used the GRE as an evaluative measure but they have also used the undergraduate GPA to help select good candidates for graduate studies. However, what happens beyond the admission's process? Since graduate programs must assess the competencies and skills of their students by conducting both formative and summative assessments, and since students must pass the PRAXIS exam as a component of the

process for the Certificate of Clinical Competence, the purpose of this study was to determine if students' undergraduate GPAs, graduate GPAs and GRE or MAT test scores are reliable predictors of success on the PRAXIS Examination in Speech-Language Pathology. This study will examine the relationship among scores (GPA, GRE, MAT and PRAXIS) for graduates from both the Traditional and Distance Education Master of Science Programs in Speech and Hearing Science in the Department of Speech Pathology and Audiology at Tennessee State University.

Hearing Loss and Diabetes: The Role of Communication Disorders Professionals
Kathryn Dowd, AuD, Hearing Solutions Center; Sharon W. Williams, PhD, University of North Carolina at Chapel Hill

While awareness of the link between cardiovascular disease and hearing loss exists, less is known about links between hearing loss and diabetes. Consequently, patients with diabetes and health care providers, including audiologists and speech-language pathologists, may not fully appreciate that hearing loss may be one of the complications of diabetes. Given the prevalence of diabetes as well as the potential of hearing loss to interfere with patient-provider communication and quality of life, the purpose of this presentation is to review and discuss empirical evidence related to hearing loss and diabetes. We will also discuss efforts to: systematically highlight the risk of hearing loss for patients with diabetes, and determine whether empirical evidence is robust enough to recommend baseline hearing screening and monitoring as a part of ongoing diabetes management. Further, if baseline hearing screening is warranted, who should conduct the screening and what screening approaches should be recommended.

HIV/AIDS: Early Intervention Implications for Speech-Language Pathologists
Tabatha Renita Moore, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

The purpose of this archival research is to examine the various assessments and treatments of HIV/AIDS and how it impacts speech and language skills in the early intervention populations. HIV/AIDS is defined by the Mayo Clinic as a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV). By damaging the immune system, HIV interferes with the body's ability to fight the organisms that cause disease. Research suggests that HIV/AIDS impacts the language development of the early intervention population by slowing down the normal developmental process and weakening the immune system, which leads to careful considerations for speech-language pathologists. Due to the impact of speech and langue skills, the role of the SLP is a critical component of the assessment and intervention process. The role of the SLP is to ensure that the infected child develops adequate speech and language skills as well as a functional oral musculature to produce speech and language sounds. This research will explore the best practices regarding speech and language assessment for HIV/AIDS in early intervention. Further research implications will also be discussed.

Identifying Cultural Bias in the Praxis
Kay T. Payne, PhD, Howard University; Shameka Johnson, PhD, Richard Stockton College of New Jersey

The purpose of this investigation was to provide an item analysis of African-American students' performance on a PRAXIS exam simulation. The investigation sought to provide insight into student test taking behaviors, as well as characteristics of questions that may account for the differential performance of African-American students. Error patterns among difficult questions revealed a variable performance matrix evidenced by inconsistency among the incorrect answers provided. Yet there was a substantial core of difficult questions wherein participants selected the same incorrect answer which can be interpreted as cultural bias. This investigation revealed that lack of knowledge in specific course areas by participants, as well as cultural bias in questions contributed to performance.

Incorporating Motivational Interviewing Counseling in Allied Health Care Practice
Katandria Love Johnson, DrPH, Children's-Dallas/Cook Children's-Fort Worth/UT-Dallas/K&K Services

The purpose of this presentation is to provide effective counseling tools for allied healthcare professionals (HCP) that will help clients make informed decisions about speech-language-hearing services and assess barriers and facilitators to treatment adherence and compliance.

Increasing the Impact of Scholarly Journals Serving Minority Populations
Ronald Jones, PhD, Norfolk State University; Robert Mayo, PhD, University of North Carolina at Greensboro; Nola T. Radford, PhD, Jackson State University

This presentation discusses the importance and potential impact of professional scholarly publications like *ECHO*, the Journal of the National Black Association for Speech, Language and Hearing. Addressed in this presentation are suggested answers to the following questions: To whom should such a journal be truly targeted? Are we reaching the targeted population(s)? Is the scope of the journal (e.g., its articles) too broad, too narrow or just right? And, are the editorial and production processes currently used suitable for this type of publication now and into the future? Attendees at this poster will be invited to comment upon the contents of ECHO, and provide recommendations on how to improve the publication.

International Clinical Experience: Broadening My Clinical and Cultural Competency
Asha Avé Shelton, MHS, Rouge Valley Health System

As a recent speech-language pathology graduate from the University of Toronto, I had the opportunity to complete my final clinical placement in Chennai, India providing assessment and treatment to infants, children and adults in a wide variety of clinical disorder areas at Sri Ramachandra Medical College. After spending 10-weeks in Chennai, India under the guidance of local speech-language pathologist I returned to Canada with a deeper understanding of the importance of patient-centered care and incorporating best practices within the context of a client's personal and cultural values. This presentation will outline my

participation in preparative interprofessional sessions on critical perspectives in global health, my clinical experiences abroad and deepened understanding of the importance of working as a culturally competent speech-language pathologist in the provision of our services.

Is My Therapy Working? Utility of Single-Subject Design for Clinicians
George R. Castle, MS, Vanderbilt University Medical Center

This presentation uses real world examples to illustrate why single subject designs are relevant to clinicians and how to use them to make and evaluate clinical decisions. While group research methodology is best suited for testing hypotheses about the average performance of a group, single subject research is ideal when focusing on individual performance (Gast, 2010). Single subject research can identify: whether a specific intervention is successful for a given individual or set of individuals; learning patterns for an individual or set of individuals and information about generalization and maintenance through follow-up probes. This presentation focuses on teaching clinicians how to graph and analyze client data using clinician-friendly research designs.

Leadership and Professional Development for Student Leaders and Advisors
Kristopher Cleary, BS, Richard Stockton College of New Jersey; Nia Briane Potier, BA, Louisiana Tech University; Ronella Rosenberg, George Washington University

The purpose of this introductory level presentation is to educate both students and student advisors on the topics of leadership and professional development, as well as provide helpful tips on how to get involved and stay involved on a local, state and national level. Information for student advisors on how to appropriately identify students' needs, the importance of networking with other student advisors and more will be included in this session. Representatives of the National Student Speech Language Hearing Association's (NSSLHA) Executive Council will host this session allocating resources and viable information for current student leaders, those desiring to become a leader in the field of audiology and speech-language pathology and student advisors or mentors.

Normal or Not?: Normal Cognitive Aging vs. Mild Cognitive Impairment
Valarie B. Fleming, PhD, Texas State University

The rapidly aging older adult population presents a growing group of individuals at risk for changes in cognition and memory. Many adults within this group will be normally aging, while others will not. Mild cognitive impairment (MCI), often considered a transitional diagnosis between normal cognitive aging and dementia, is a diagnosis that speech-language pathologists (SLPs) should be familiar with in order to assist with early identification so that individuals can seek appropriate treatment. Distinguishing between the often-subtle characteristics of healthy aging and MCI can prove to be difficult. The purpose of this presentation will be to provide an overview of healthy cognitive aging and MCI, as well as describe the neurological, cognitive and cognitive-communication changes associated with both. In addition, examples of clinical profiles will be discussed so that clinicians can have to opportunity

to practice applying diagnostic information. Portions of the presentation are based on a paper by the author published in the ASHA Special Interest Group 2's Perspectives.

Normative Nasalance Values of African-American Preschool and School-Age Children
Kelly Carter, BS, University of North Carolina at Greensboro; Hilary Bunn, BS, University of North Carolina at Greensboro; Hayley Cullen, University of North Carolina at Greensboro; Robert Mayo, PhD, University of North Carolina at Greensboro

The Nasometer is a non-invasive computer-based acoustic analysis system designed to objectively measure oral-nasal resonance balance during speech. When compared to normative findings, nasometry can assist the clinician in the early identification of children who exhibit or who are at risk for velopharyngeal dysfunction. However, to our knowledge, normative nasalance values have not been reported for African-American children. The purpose of this study was to obtain normative nasalance values for African-American preschool and school-age children. Fourty children, evenly grouped by gender, between the ages of four and nine years served as participants. Nasalance values were obtained using the Nasometer II and the Simplified Nasometric Assessment Procedures (SNAP). The findings revealed that African-American school-age children produced nasalance values similar to those reported in the existing normative database consisting of like-age Caucasian children. However, African-American preschool participants exhibited higher nasalance values than those previously reported. The clinical implications of these findings will be reported.

NSIG Sponsored Presentation: Contemporary Issues in Dysphagia
Michele L. Norman, PhD, Longwood University

As the practice of Medical Speech Pathology grows, so does the need for understanding and utilizing the latest technology for evaluating and treating disorders. This panel discussion will address contemporary topics in the use of technology and advancing skill level to better serve the needs of patients in critical care and long-term care settings. This will include working with patients with tracheostomy, ventilation and other medical devices that may impede oral feeding. It will also include making clinical judgments for the use of FEES or MBS in those settings.

Order in the Court! Trayvon Martin's Case and Linguistic-Cultural Differences
Kenyatta O. Rivers, PhD, University of Central Florida; Kareem L. Jordan, PhD, University of Central Florida; Glenda DeJarnette, PhD, Southern Connecticut State University; Yvette D. Hyter, PhD, Western Michigan University; W. F. Santiago-Valles, PhD, University of Michigan; Karen Davis, MEd, University of Central Florida

The Trayvon Martin murder case verdict shocked a significant segment of this nation, heavily grounded in peoples' conflicting perceptions about what is truth and justice. Issues that emerged in that trial included the linguistic and pragmatic behaviors exhibited by the African-American English (AAE)-speaking friend of Trayvon while she was on the witness stand, and perceptions about her

testimony as influenced by linguistic culture (the social perceptions that groups of people in conflict have about language structure, meaning and use). Although AAE is a systematic, rule-governed linguistic code, there is persistence in labeling it as deficient in the judicial system and elsewhere. This presentation will explain the historical relationships among public perceptions of AAE speakers and the law; ways language is used in the media to "manufacture consent" among audiences regarding AAE and its speakers; results of analyses focusing on speech acts, linguistic forms and discourse processes used by selected trial participants; and the international context in which these events and their adjudication in court acquire meaning for people of African origin across the Diaspora. Implications of this analysis for conceptual frameworks across multiple fields, including communication disorders, media and jurisprudence; and implications of this analysis for evidence based policy proposals, challenges to the premises of public debate, and suggestions for further relevant research.

Peer Relationships at the Graduate Level
Chanel I. Blaylock, BA, University of North Carolina at Chapel Hill; Brenda Mitchell, PhD, University of North Carolina at Chapel Hill
The first year of graduate school can be very exciting yet challenging. This study investigated the effectiveness and implementation of a buddy system program for first year graduate students in speech and hearing science at UNC Chapel Hill. There is found to be a significant relationship between academic success, student engagement and peer mentoring. This presentation will provide an overview of the buddy system program, strengths and limitations and future implications.

Phinally Defended, Now What?: Preparing for Your First Tenure Track Faculty Position
Shameka Nicole Johnson, PhD, Richard Stockton College of New Jersey
This presentation will address the key tips, guidelines and steps doctoral students who are preparing to complete their program and enter academia should complete. This presentation will discuss preparing a portfolio and what components should be included, discuss the variations in research focused versus teaching focused institutes, detail what the first year as an assistant professor may look like and discuss what a comfortable teaching vs service load and package may entail. In addition, this presentation will present helpful topics and questions an applicant should ask during interviews to assist them in making a decision of employment. This presentation will take the participants through stages from preparing to defend to the first year as an assistant professor.

Preparing College Students Who Stutter To Enter the Working World
Ronda Walker, MS, University of North Carolina at Greensboro; Robert Mayo, PhD, University of North Carolina at Greensboro
New job seekers today must contend with a struggling economy, volatile job market and intense competition. Even those with a four-year university degree face more difficulty in landing that first job than college graduates in the past. For one subgroup of new job seekers, college students who stutter, interviewing for their first professional job or an internship may be even more of a challenge. Previous studies reveal that 70% of people who stutter

(PWS) agree that stuttering decreases one's chances of being hired or promoted; over 33% of PWS believe stuttering interferes with their job performance and 20% have actually turned down a job or promotion because of their stuttering. Given this backdrop, the fluency clinician is uniquely positioned to help the college student who stutters develop and use strategies that can reduce the overt severity of their disfluencies, engage in self-efficacious behaviors useful during communication encounters such as professional job interviews, and work collaboratively with college career counselors to facilitate entry into the working world. In this presentation, we will identify and dispel some of the more common myths and stereotypes associated with PWS. We will review techniques and strategies that can be used to help people who stutter (including soon-to-graduate college students) both in interviews and on-the-job. Additionally, we will describe a program designed to educate college career counselors and potential employers about interviewing, hiring and working with people who stutter.

Private Practice Matters
Michele L. Norman, PhD, Longwood University
Many speech-language pathologists and audiologists venture into the world of private practice, but have difficulty knowing the tools necessary for growth. This presentation is an open discussion with clinicians who have found ways to keep their practice thriving.

Private Practice: Ready, Set, GO!!!
Lakieta Emanuel, SLPD, High Desert Speech and Language Center, Inc.
This presentation will provide basic information for speech-language pathologists who are interested in private practice. The presenter will talk about initiating the process of deciding what population to serve, choosing business structure, financing, finding the right location, brick and mortar vs. contracting, accepting private health insurance, marketing, price setting and becoming an employer of other speech-language pathologists. The end of the presentation will be devoted to question and answer. This presentation is perfect for those considering, in the beginning stages or fully established in private practice.

Role of the SLP: Treatment for Childhood Apraxia of Speech
Edwinna Gabrielle Kolio-Hicks, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University
The current research study investigated a 7.2 year old case study diagnosed with childhood apraxia of speech (CAS). CAS is defined as an impairment of speech motor planning that manifest as difficulty producing the sounds (articulation) and melody (prosody) of speech (Murray, McCabe and Ballard, 2012). A number of published single subject and case studies of speech assessments and treatments have been investigated in scholarly literature (Murray, McCabe and Ballard, 2012). Current literature suggests that best practices include examining muscle weakness, using pitch and pauses correctly, appropriately stressing syllables, evaluates consonants and vowels and individual combination of sounds. Treatment strategies have included motor learning, integral stimulation, high and low frequency feedback and random vs. block practice schedule. Based on a review of current literature,

on assessment and treatment that were presented in the CAS case study, strategies were supported within the literature (Murray, McCabe and Ballard; Gildersleeve-Neumann; Maas, Butalla, and Farinella; Edeal and Gildersleeve-Neumann; and Williams, 2012). This research will provide a comparative analysis of best practices for assessing and treating CAS. Future research implications as well as limitations to the research will also be explored.

Self-Assessment of Cultural Responsiveness in Speech-Language Pathology

Chelsea Privette, BA, North Carolina Central University; Sheila Bridges-Bond, PhD, North Carolina Central University; Robin Gillespie, PhD, North Carolina Central University

Within the field of speech-language pathology, there has been much discussion that emphasizes the need to provide appropriate services to culturally and linguistically diverse (CLD) populations. The American Speech-Language-Hearing Association (ASHA) outlines the roles that SLPs should play in providing culturally sensitive services. Furthermore, the Individuals with Disabilities Education Improvement Act (IDEIA) addresses the issue within the school setting. Despite the attention to best practices in CLD service delivery put in place to address the increasingly diverse population (ASHA, 2004, 2005, 2011), the literature concerning this area suggests that the discussion has not been effectively translated into practice. Stockman, Boult, & Robinson (2008) found that most ASHA accredited speech-language pathology programs do not offer courses that are dedicated to providing culturally responsive services. The students of these programs were judged by the faculty to be moderately prepared. This study compares the self-assessments of practicing SLPs who took courses dedicated to culturally responsive intervention and those whose training was infused within other courses. This poster presentation will discuss the results of the survey and the implications for future CLD training in pre-professional communication disorders programs.

Service Delivery Models: Connecting SLPs With Classroom Teachers

Kathleen Grosvenor, MS, NYC Department of Education; Kesha Hill, MS, NYC Department of Education; Atara Maccabi, MS, NYC Department of Education

This research was undertaken to appraise the knowledge and proclivity of school-based speech-language pathologists (SSLP) and elementary classroom teachers (ECT), of collaborative/consultative models. Surveys of SSLP's indicate that the traditional therapeutic model is largely used and teachers who recognize "push-in" view the practice as intrusive or want to use the SSLP as an aid. Since the turn of the century research and NYC school districts are promoting the practice of classroom intervention, yet little change has occurred in actuality. The surveys examined the relationships among speech providers and classroom teachers, understanding of different types of collaboration, and hindrances to using collaborative intervention. The results indicated that in selected NYC Elementary Public School districts both SSLPs and ECT did not use consultative/collaborative methods because of lack of knowledge, lack of time for consultation and restrictions in caseload management. However, SLPs who can articulate and define collaborative models are more likely to apply them and uphold the veracity.

Seventy-Five Years of Tips on Supervision and Mentoring

Soloris J. Greene, MA, Los Angeles County Office of Education; Diatra W. Stearn, BA, Mountain View School District

The purpose of this presentation is to share the combined experiences in school based speech pathology and skilled nursing facility as it relates to supervision and mentoring of clinical fellows, speech pathologists on waivers, student observers, speech and language assistants and speech aides. The significance is to encourage speech-language pathologists to be a positive resource for entry level learners to become proficient service providers. Due to the shortage of speech-language pathologists, consumers will be confident that they will receive quality service by support staff as evidenced by proper training and close monitoring. The program description will examine clinical fellows and student clinicians, compare and contrast the scope of practice for speech assistants and speech aides and provide the difference between direct and indirect supervision. In addition, there will be an interactive activity to examine communication and behavioral styles that may affect the ability to work effectively with mentees.

SLPs Impact on RtI in North Carolina

Catherine L. Cotton, MA, University of North Carolina, Greensboro; Alan Kamhi, PhD, University of North Carolina, Greensboro

This poster reports results from a survey of SLPs in North Carolina on their training, current experiences and need for continuing education related to Response to Intervention (RtI). Implications for training, service delivery and SLP professional development will be discussed.

Social Communication and Quality of Life in African-American Older Adults

Renelle Theard, Southeast Missouri State University; Jayanti Ray, PhD, Southeast Missouri State University

It is well documented in the literature that social communicative abilities decline with age. One-third of adults, age 65 and older, acquire a hearing loss that is sufficient to impair everyday communication skills, which may hinder their social interactions. Quality of Life (QoL) also tends to decline with increase in age, depending on the person's social, physical, psychological, and environmental status. Given the lack of studies in African-American older adults in the areas of social skills and quality of life, the purpose of the study was to explore relationships between social communicative status and QoL domains in African-American older adults residing in community dwellings. World Health Organization Quality of Life-BREF (WHOQoL-BREF), and Social Communication Scale for Older Adults Survey were administered to 36 African-American older adults (including both genders), ages 65-90 years. A convenient sampling procedure was implemented using the inclusion criteria that no participant should have a diagnosis of either a neurological or cognitive disorder. Also, participants who had no diagnosis of active system illness or physical disability were included in the study. Data collection included demographic information of participants, QoL domain scores (physical, psychological, social, and environmental), and social communication abilities. Data analyses included t tests, and Spearman and Pearson correlation methods along with qualitative analysis of QoL variables. Results showed that there was no

significant relationship between QoL and social communication abilities in older adults living in community housing; however, significant gender differences in QoL scores were noted.

Spasmodic Dysphonia: A Case Study Examining Assessment and Intervention
April Kimberlin Jones, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This current research project sought to explore the literature associated with the assessment and treatment of spasmodic dysphonia (SD). The case study of a 55 year old patient diagnosed with SD was examined. An analysis of the assessment and intervention strategies used in this case study highlighted the use of spectral analysis and voice therapy. A review of literature suggest alternative methods of evaluation and intervention including; acoustic measures, auditory-perceptual measures, botulinum toxin injection and surgical treatment. A thorough case study analysis will be reviewed and a comparative analysis with scholarly literature will be explored. Additionally, future research and implications will be discussed.

Speech and Language Development of Children Surviving Meningitis
Melisa Abernathy, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This research project is a meta-analysis review of literature regarding meningitis in the early intervention population. Furthermore, this project examines the speech and language acquisition process that is associated with this disease. Research findings suggest that bacterial meningitis has implications for ongoing language concerns which suggests the importance of long-term follow up regarding communication effectiveness. The role of the speech-language pathologist as a member of the early intervention team will be discussed. Best practices for speech assessment and intervention strategies will also be explored. Future research implications as well as limitations to this current study will be examined.

Speech and Language Implications of Children Abused or Neglected
Christina Brothers, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This research project is a meta-analysis investigating speech and language development of abused and neglected children within the early intervention population. Research explaining speech and language impairments as well as how speech and language skills are acquired after abuse was compared to children who have not been exposed to this kind of maltreatment. The brain is sensitive to environmental input during the early childhood stages of life due to neuronal growth and neuroplasticity (Welc, 2009). Neurological development of children in the early intervention population will be analyzed. Types of speech and language services including intervention practices will also be explored as well as implications for future research needs.

Speech and Language Practices for Children With Fragile X Syndrome
Tiffany S. Carson, BA, North Carolina Agricultural and Technical State University

The purpose of this study is to examine how Fragile X syndrome affects speech and language in children. Archival research was explored to find the best practices on the assessment and treatment for Fragile X syndrome. A recent study examined that ultrasonic vocalizations are robust indicators of Fragile X syndrome, and that minocycline treatment is a promising treatment of symptoms (Rotschafer, 2012). Also, a longitudinal study was designed to investigate trajectories of nonverbal cognitive ability in children with Fragile X syndrome with the Leiter-R assessment (Kover,2013). Further research and implications will be explored concerning the role of the speech-language pathologist regarding communication skills amongst children with Fragile X syndrome.

Speech Production and Dysphagia Management for Patients With Multiple Sclerosis
Jasmine Victoria McKoy, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This research project is a meta-analysis which utilized case studies within scholarly literature to examine best practices for assessing and treating speech and language skills for patients diagnosed with multiple sclerosis. Research findings suggest that swallowing and speech disorders were the most prevalent challenges in this population (Bergamaschi, Crivelli, Rezzani, Patti, and Restivo, 2008). An analysis regarding swallowing assessment and treatment as well as speech characteristics will be discussed. Management practices and the role of the speech-language pathologist will also be examined. Future research implications and limitations will also be explored.

The Effectiveness of the Cycles Approach for Suppressing Phonological Processes
Tina Thompson Smith, PhD, Tennessee State University; Sylvia Driggins, MS, Tennessee State University; Terrie Denise Gibson, PhD, Tennessee State University

According to Hassink and Wendy (2010), phonological and articulation disorders are the most common types of communication disorders particularly among preschoolers. Preschoolers who exhibit a large number of phonological processes, particularly in syllable structure, may be unintelligible and consequently may have difficulty communicating with their peers, caregivers and others. Thus, the goal of treatment is to reduce the number of phonological processes in a child's speech helping him or her to become more intelligible. With this in mind, the Cycles Approach (Hodsen & Paden, 1983; 1991) has been reviewed in the literature (Hassink and Wendy, 2010) to determine if the approach can be effectively used to reduce the frequency of occurrence of phonological processes as well as to remediate phonological disorders. The results of the review, however, for the effectiveness and efficiency of the Cycles Approach is limited (Hassink & Wendy, 2010) since several of the studies reviewed were inconclusive as a result of researchers either using a weak research

design (Gillon, 2005) or no experimental design (Ryachew, Rafan and Martin, 1999; Tyler, Edwards and Saxman, 1987). With this in mind, the purpose of this study is use of a single subject ABAB design to determine whether Hodson and Paden's (1983; 1991) "Cycle's Training" is an effective approach to use for suppressing phonological processes in three preschool age children.

The Effects of Traumatic Brain Injury on Speech and Language

Samantha Ann Lipscomb, BS, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This current research project presents a case study analysis of a 17. 1 year old male diagnosed with traumatic brain injury. A closed head injury, due to traumatic brain injury, is defined as an injury due to the result of a blow to head involving direct contact and inertia (ASHA, 1997-2003). The role of the SLP when providing assessment and intervention strategies include initially focusing on general responses to sensory stimulation which is assessed by the Glascow Coma Scale (Shipley & McAfee, 2004, p.351) and teaching family members how to interact with the loved one. As an individual becomes more aware, treatment focuses on maintaining attention for basic activities, reducing confusion, orienting the person to the date, place and time" (ASHA, 1997-2003). This research project examined the history, assessment and intervention strategies for a single subject diagnosed with traumatic brain injury. Furthermore, a comparative analysis of scholarly literature was examined highlighting best practices for assessment and treatment for traumatic brain injury.

The Effects of Type 2 Diabetes on Hearing Sensitivity and Cognitive Functioning

Myrita S. Wilhite, AuD, Cleveland State University; Violet Cox, PhD, Cleveland State University

Diabetes plays a significant role in vascular disease. There have been several studies that suggest that Type 2 diabetes is associated with hearing loss and cognitive functioning. Several studies have suggested that Type 2 diabetes is associated with sensorineural hearing loss. (Lerman-Garber,2012). In addition, recent findings of Nooyens (2010) have further suggested that there may be a connection between declines in cognitive functioning in people who have Type 2 diabetes. According to the Centers for Disease Control Office of Minority Health and Health Disparities African-Americans are almost twice as likely as other ethnic groups to develop Type 2 diabetes. Furthermore, African-Americans are more likely to suffer more severe health problems than any other ethnic groups with Type 2 diabetes. In spite of the disproportionately higher number of African-Americans who suffer from Type 2 diabetes, few studies have examined the impact of Type 2 diabetes on hearing acuity and cognitive functioning in the African-American community. The purpose of this study is to examine the effects of hearing loss and cognitive deficits in African-Americans who have Type 2 diabetes. We hypothesize that people who have the diagnosis of Type 2 diabetes will demonstrate poorer hearing and a decline in cognitive functioning compared to a group of individuals of the same age without the disease. The results and implications will be presented.

The Effects of Using an Onset-Rime Approach to Teach Rhyming

Crystal Randolph, PhD, Valdosta State University

Rhyming is the changing of a word's onset in order to form a new, similar sounding word. According to some studies, rhyming plays an important role in spelling, learning how to read and in learning phonemic awareness skills (Goswami, 1999; Bryant, MacLean, Bradley, & Crossland, 1990). Implicit teaching methods such as reciting nursery rhymes, completing rhyme cloze procedures and listening to stories that contain rhyme are used to teach rhyming skills. In some cases, little emphasis is placed on the rime, a significant component of rhyme which is suggested by some (Bradley and Bryant, 1983; Goswami, 2002; Ziolkowski and Goldstein, 2008) to be contributory to analogizing or the ability to read words based on similar spelling patterns. Thus, learning rhyme/rime in an explicit manner may contribute learning to rhyme and other early literacy skills. In the current study, two groups of preschoolers were taught rhyming using explicit methods. One method focused on teaching rhyming using puzzle cards. The other method used an onset-rime approach to teach rhyming using Spuzzles (Norris, 2001), a set of puzzle cards that depict rhyming by changing the onset to create a new picture for each rime set. The intervention occurred for six weeks, two times per week with preschoolers from different socioeconomic statuses. The results of the study revealed an advantage in early literacy skills for the preschoolers who were taught rhyming using an onset-rime approach. The advantage for the onset-rime approach was also observable across the SES factor. The age factor indicated an advantage for older preschoolers when taught rhyming.

The Importance of Early Detection for Hearing-Impaired Children

Tashala K. Simpson, BA, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This research is a meta-analysis of current scholarly literature regarding the best assessment and treatment practice for hearing-impaired infants and toddlers with early detection followed by early intervention. The research question currently under investigation is: What is the difference in speech and language development with early detection and intervention versus children detected after the early intervention period of birth to thirty-six months? Based on a review of numerous scholarly literature, these infants and toddlers who were detected and treated before a substantial delay in spoken language developed were expected to exhibit age-appropriate speech and language acquisition (Vohr, 2008). Future research implications will also be explored.

The Importance of Inclusive Practices for School-Based Speech Pathologists

Michelle R. Gilliard, MSP, Charlotte Mecklenburg Schools

The purpose of this presentation is to explain the significance of providing inclusive practices to students who receive speech therapy services. School-based therapy services are provided based on students' Individualized Education Plan (IEP). Some students do not benefit from the traditional pull-out intervention model. Therefore, depending on the student's communication (speech-language) disorder, they may benefit from therapy provided in

a more naturalistic environment within the regular education or total school environment. This mini-seminar will also review the advantages, service delivery models and examples of therapy schedule/documentation of services provided in an inclusive setting.

Traversing the Language Landscape of Secondary Sciences

Kristin Marie Nellenbach, PhD, University of North Carolina at Chapel Hill

It is believed that science, perhaps more so than any of the disciplines, places the highest demands on language skills due to the linguistic complexity and density of texts/materials students encounter. In fact, some researchers have suggested that it is the "language of science, rather than content that is the major barrier to most pupils in learning science" (Wellington & Osborne, 2001, p. 2). Since a substantial portion of science instruction uses textbooks (online or hardcopy) as a primary source of information, students' comprehension of such texts is essential to acquiring mastery of the content. Several language subsystems can pose substantial barriers to independent learning of critical content-area information at the secondary level. These language subsystems along with curricular demands in relation to reading secondary science texts/materials will be reviewed.

UDL and AT Bridging the Achievement Gap for Diverse Learners

Robin Cox Gillespie, PhD, North Carolina Central University; Sheila Bridges-Bond, PhD, North Carolina Central University; Shauna Marie Phillips, MEd, The Essential Learning Group

This poster presentation will demonstrate how the guiding principles of Universal Design for Learning (UDL) promote a flexible responsive curriculum by offering multiple methods of presentation and multiple options for participation and expression and multiple means of engagement (CAST, 2008). These guiding principles open spaces for educators, administrators and SLPs to work in partnership to promote varying ways and means for learning. Today we are witness to the increasing accessibility of affordable technology which has provided a means for overcoming the disparities often evident in the delivery of services to underserved culturally and linguistically diverse children with disabilities. Together UDL and assistive technology (AT) serve to bridge the achievement gap for diverse learners with disabilities. This model promotes the use of educational supports needed to decrease the achievement gap that places minority children with disabilities further behind their peers. Through the presentation of a model therapeutic preschool program where treatment applies the principles of UDL and infuses the application of assistive technology this poster will illustrate the practical application of UDL that transforms theory to practice.

Undergraduate Course Peer Mentoring: Does it Work?

Brenda Olivia Mitchell, PhD, University of North Carolina at Chapel Hill

Research has shown that mentoring occurs in various forms and is beneficial for academic success and social engagement for college students. Crisp and Cruz (2009) reviewed the literature over a seventeen year span of time, updated an article written by Jacobi (1991) and critically analyzed empirical literature specific to mentoring college students published between 1990 and 2007. Overall, findings were positive and indicated a positive relationship or an impact of mentoring on student persistence and/or grade point average of undergraduate students (Campbell and Campbell, 1997; Feeman, 1999; Kahveci et al., 2006; Mangold et al., 2003; Pagan & Edwards-Wilson, 2003; Ross-Thomas and Bryant, 1994; Salinitri, 2005; Sorrentino, 2007; Wallace et al., 2000). In addition, Crisp and Cruz discovered a lack of empirical studies and consistency in the definition of mentoring, even though the majority of studies (69%) focused on mentoring undergraduate students. Consequently, I endeavored to investigate whether peer mentoring would benefit students taking a required undergraduate prerequisite SLP course. Undergraduate classes often exceed the preferred number of students and have students at various levels of academic preparation for the subject matter of courses offered. Advanced level students were asked to mentor beginning level students in the course. These students were given a questionnaire to complete at the onset of the course and at the end to determine their perception of using a mentoring model for course success. The results of this intervention will be discussed in this session along with implications for student performance.

Understanding the Facts! Research and Controversey Surrounding Blue Swallow Tests

Hadiya Keoshia Coppedge, MA, Dekalb Medical Center; Tedd Bruce Masiongale, MA, Dekalb Medical Center

Blue Swallow Studies for the diagnosis of dysphagia are controversial. Research findings are inconsistent. Design, number of subjects and protocols within the existing research may provide clues to best practice. This presentation will review ASHA and Division 13's perceived stance on Blue Swallow Studies, FDA recommendations and suggestions for the most proficient use of this tool.

Understanding Tourette Syndrome: Implications for the Speech-Language Pathologist

Pamela A. Malley, MA, Tourette Syndrome Association, Inc.

Tourette Syndrome (TS) is a complicated, often misunderstood neurological disorder. An overview of this disorder will be presented, including a discussion of tics and comorbidities associated with it. This will be followed by a discussion of the role of the SLP in evaluating and treating children with TS, services provided by the SLP and how traditional treatment approaches need to be modified for this population.

Using Critical Thinking Strategies to Help an AAE Speaker Code-Switch

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

According to Nordquist (2012), a dialect is a social variation of a language that is distinguished from the standard variety of language by phonological, grammatical and semantic differences. Many people believe that dialects are sub-standard variations of a language, spoken by persons from a lower socioeconomic status (Crystal, 2006). On the other hand, some dialects are also considered to be prestigious (Labov, 2006). Because non-standard dialects can sometimes be viewed negatively (Parker & Riley, 1994) and studies have shown that employers may discriminate on the basis of a person speaking a non-standard dialect (Carlson & McHenry, 2006; Atkins, 1993), it is important for non-standard speakers of a language to learn to code-switch. The purpose of

this study is to determine whether Wheeler's (2008) "Critical Thinking Strategies" is an effective approach for teaching an African-American English (AAE) adult male speaker to code-switch to Standard American English (SAE).

Verbal Fluency Following Moderate to Severe Traumatic Brain Injury
Ann Cralidis, PhD, Longwood University
  Twenty-five younger participants with moderate to severe traumatic brain injury (TBI) and 25 participants with no brain damage (NBD) were given phonemic and semantic verbal fluency tasks. Responses were analyzed quantitatively. The findings revealed that participants with moderate to severe TBI generated significantly fewer total correct words for both fluency conditions when compared to controls. These differences were greater on the phonemic condition. These results are in contrast with previous investigations that have observed greater age-related declines on semantic tasks when compared to phonemic tasks.

Vocal Effects of Cheerleading on College Students: A Case Study
Melisa Abernathy, North Carolina Agricultural and Technical State University; June Graham-Bethea, MA, North Carolina Agricultural and Technical State University
  Cheerleaders have a rigorous schedule that generally involves hours of practice. Long periods of cheering have been shown to result in the formation of vocal nodules and/or polyps. It is important to educate cheerleaders about the possible risks of damaging their voices. It is vital that cheerleaders be provided with protective techniques designed to lessen the risks of developing vocal nodules/polyps. This research project examined cheerleaders' knowledge of possible voice disorders that may emanate from excessive and inappropriate use of the voice. Cheerleaders at a major university in North Carolina completed a survey regarding their knowledge of possible voice disorders associated with misuse and overuse of the voice. Implications of findings will also be presented.

Voice Disorders in Religious Ministers
Ebonee Raven Smith, BS, Southern Illinois University Carbondale
  Past research has indicted a high incidence of voice disorders among religious ministers. This evidence-based evaluation of literature was an effort to identify previous studies regarding voice problems among ministers, in order to develop a research investigation about vocal demands and behaviors associated with religious leadership.

What's in a Name? Implications for Learning the Alphabetic Principle
Crystal Randolph, PhD, Valdosta State University
Level of Instruction: Introductory
  Music is used as a learning tool during the early years of school. The rhythmic beats including lyrics in music have been proven to help children learn vocabulary concepts (e.g., colors, animals, numbers)and the letters of the alphabet. Perhaps the most well-known song for preschool children is the "Alphabet Song" which is sung to the tune of "Twinkle, Twinkle Little Star." Music is known to be engaging for children and in most preschool classrooms, children can be seen dancing to the rhythmic beats of and singing

the lyrics of an educational song. One of the disadvantages of learning by music is the promotion of rote learning. For example, a child may be able to sing the "Alphabet Song" but may not be able to name or identify letters in print. The current study proposes that combining music and print awareness will facilitate the learning of the alphabetic principle in children who have been resistant to learning the alphabetic priniciple using more traditional methods. Three and four year olds will receive an intervention using a combination of music and print awareness. Each child's name will be composed to the tune of a song and then taught to the child. As the child sings his name, the corresponding letters will be shown. Then the child will be instructed on writing his name. Measures of letter name and sound knowledge will be administered prior to and following the intervention. It is hypothesized children in the experimental group will make greater gains.

Where in the World is the SLP?
Krupa Thakar, BA, Nova Southeastern University; Eleanore Richards, BA, Nova Southeastern University; Nancy Gauvin, MS, Nova Southeastern University
  The purpose of this presentation is to explore, define and explain the many travel opportunities there are for future/present SLPs around the country and the world. Participants will learn how SLPs are able to tap into various travel opportunities within the field to expand their knowledge base and professional experience. Participants will find out the benefits and learn about the opportunities for travel as a recent graduate in the field. Participants will discover the importance and need for SLPs in countries around the world where the profession still does not exist and be able to consider exploring professional opportunities to work with underserved populations that require speech and language services. Lastly, the participant will learn the tools they will need if they are interested in pursuing a career as a traveling SLP.

You Can Do It, Volunteering Even With A Busy Schedule
Rachel M. Williams, PhD, Nova Southeastern University
  This presentation will provide participants with an overview of various ways to become actively involved in professional volunteer services within local, regional, state and national professional organizations in the fields of speech-Language pathology and audiology. Discussion of the various levels of volunteer opportunities within NSSLHA, State Associations, NBASLH and ASHA will be highlighted. In addition, suggestive strategies and information on how to handle possible time constraints related to volunteering from both the student and professional perspectives will be discussed.