2013 NBASLH Convention Proceedings

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Addressing Disparities in Services for Children With Autism

Yolanda D. Keller-Bell, PhD, North Carolina Central University

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

African American English: The Evolving Views of ASHA

Kelsey Blasingame, University of Central Arkansas; Valentina Taran, PhD, Iris Speech Solutions

In 1968, with the creation of the Black Caucus, perspectives on African American English (AAE) began changing in the American Speech-Language-Hearing Association (ASHA). The change was from one considering AAE a disorder to one considering it a difference. In the 1960s and before, AAE speakers were treated for language disorders simply because of the dialect they spoke and the stigma attributed to it. However, as more knowledge has been gained on the subject, linguists and then speech-language pathologists have come to realize that this dialect is not a disorder but instead simply a different way of speaking that was in no way inherently wrong and did not need to be treated as such. Over the last 45 years, this understanding has improved and needs to be firmly accepted within ASHA and the field of Communication Sciences and Disorders (CSD) through diagnosis and treatment that takes this difference into account and focuses only on true speech, language, and hearing disorders. Today, the transition is still in progress, but perspectives in ASHA are very different. Reviewing the relevant historical events that influenced this change helps one to understand the positive impact this change had and is still having on ASHA for the benefit of clients who are AAE speakers. But this transformation also needs to be continued because there is still much work to be done – ASHA has not yet been fully infused with the difference perspective and it is important for AAE speaking clients that this happens.

An Analysis of Konglish (Korean English) in K-Pop Music

Natalia Mendez, BA, Tennessee State University; Ashley Tyler, Tennessee State University; Iris Johnson Arnold, PhD, Tennessee State University

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

An Investigation of Central American Parents of Children With Communication Impairments

Nancy Martino, PhD, Xavier University; Taylore Che, Xavier University; Tiffany Ransom, Xavier University; Leslie Verret, Xavier University

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

as survey results from the New Orleans, Louisiana area from Honduran-American parents who have children with communication impairments.

Assessing the Readability of Parental Special Education Procedural Safeguards
Regina D. Lemmon, PhD, South Carolina State University; J'Mia K. Alston, BA, South Carolina State University
The purpose of this research is to assess the readability of procedural safeguards given to parents. Documents from New York, New Jersey, North Carolina and South Carolina were analyzed using the SMOG (Simple Measurement of Gobbledygook) and FRE (Flesch Reading Ease) readability formulas. Results indicated that all documents were written above the recommended reading levels. Limitations and implications for future research are discussed.

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

Auditory Processing Disorders in Special Populations
Jay R. Lucker, EdD, Howard University
Many professionals believe that there are certain groups for whom one cannot assess their auditory processing even if there are great concerns regarding whether they have APD. These groups may include people who have cognitive limitations, people with hearing loss, people with attention problems, and people who may "fake" or present with "functional" auditory processing deficits. Yet, the ASHA Technical Report (2005) and the AAA Guidelines (2010) for evaluating APD in children merely state that care should be taken when testing children for APD who have possible confounding variables. This presentation presents the issues underlying how we can evaluate people with cognitive limitations, people with hearing loss, people with attention deficits such as ADHD, and identify when a person may have a functional auditory processing disorder (fAPD). Case studies will be presented to illustrate how the proposed recommended assessment and interpretation guidelines can be used in evaluating APD in these special populations. The presentation will present personal recommended guidelines for how APD results should be evaluated and interpreted for people with cognitive limitations. Additionally, recommended modifications in testing and test interpretation will be presented for evaluating APD in people with hearing loss, especially those with cochlear implants. Furthermore, an emphasis will be made on the use of formal, standardized tests used in the APD evaluation to help differentiate between people having APD vs. possible attention problems such as ADHD. Last, specific findings for cases in which APD was identified as a functional factor will be discussed.

Auditory Processing Testing In the Booth vs. Outside the Booth
Kierra Villines, BS, Howard University; Brittani Hightower, BS, Howard University; Nicolle Franklin, BS, Towson University; Jay R. Lucker, EdD, Howard University
Audiologists are often asked if they can evaluate children in schools for auditory processing disorders. Most audiologists state that they cannot because schools do not have sound proof booths for audiological testing. Thus, the question arises what would be the differences in APD test results if people were assessed in a sound proof booth vs. outside the booth in a quiet test room. This poster session presents the results of APD test findings in a group of college students who were tested in an audiological test booth vs. outside the test booth. The equipment for testing was identical, the tests remained the same, with the only difference whether the test environment was an IAC booth vs. a quiet test room. A counterbalanced protocol was used so that half the subjects were tested booth

vs. room and the other half room vs. booth. Testing took place at least one week apart if not greater. Results indicated no significant differences between testing in the booth vs. outside the booth. All test results were similar whether the person was evaluated in the sound proof booth or the quiet test room. The conclusion drawn from this research is that there is no need to do APD testing in a sound proof booth so long as a quiet test room is used. Therefore, there should be no problems for audiologists to evaluate students in their schools so long as a quiet room can be used for testing.

Bilingualism in Children Who Stutter: Implications for Assessment and Treatment

Sarah Ghaleb Abulibdeh, BS, North Carolina Agricultural & Technical State University; June Graham-Bethea, MA, North Carolina Agricultural & Technical State University

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

Bridging Accent Modification and Public Speaking: Overlapping Training for SLPs

Cathy Runnels, MS, Accent On Speech, LLC

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

Caregivers' Perception of Burden When Providing Care

Shatonda S. Jones, MA, Rockhurst University

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

Comprehension of Idioms From Culturally and Linguistically Diverse Populations

Kelli Uitenham, BS, North Carolina Central University; Donalyn Bennett Gorham, BA, North Carolina Central University; Yolanda Feimster-Holt, PhD, North Carolina Central University; Yolanda Keller-Bell, PhD, North Carolina Central University

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

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

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

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

Confronting Health Disparities in Minority Populations With Communication Disorders

Wilhelmina Wright-Harp, PhD, Howard University; Robert Mayo, PhD, University of North Carolina at Greensboro; Silvia Martinez, EdD, Howard University; Joan C. Payne, PhD, Howard University; Regina Lemmon, PhD, South Carolina State University

Health disparities refer to the differences in disease risk, incidence, prevalence, morbidity and mortality and other adverse conditions, such as unequal access to quality health care, that exist among specific population groups in the United

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

Connecting Cultures Across Disciplines and the Atlantic

Yvette D. Hyter, PhD, Western Michigan University

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

Cultural Competency for Speech Language Pathologists and Physician Assistants

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

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

Distance Education Recommendations Using Learning Style Profiles of CSD Students

Folasade Falana, BS, Howard University; Silvia Martinez, EdD, Howard University

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

DKQ: Incorporating Drama to Social Skills Therapy Across Childhood

Ashley Danielle Wiley, MA, Los Angeles Speech and Language Therapy Center; Pamela Wiley Wells, PhD, Los Angeles Speech and Language Therapy Center

Authors will present a drama social skills group treatment program designed for children diagnosed with autism spectrum disorders (ASD). Suggestions will be given for implementation in both public and private clinics, identifying appropriate students for the group, planning intervention, and sample lessons for different age groups with video support. The purpose of this presentation is to demonstrate and discuss a treatment program that uses a dramatic medium to foster

the development of social skills for children 4 -15 years of age. The program also includes typical peers as participants. The Drama Social Skills (DSS) intervention techniques and strategies have had practical applications in programs offered by the Los Angeles Speech and Language Therapy Center and Paramount Unified School District SDC pre-k classrooms. Suggestions will be given during the seminar for starting a drama group that can be replicated in a private clinic as well as a public school setting, identifying appropriate students, lesson plans, and parental involvement. Video evidence will be shared to demonstrate techniques. The DSS group sessions are designed around functional thematic units and areas of concerns as expressed by students and parents. Additionally, opportunities for generalization will also be discussed. Clinicians who need more information about autism spectrum disorders, how to incorporate a dramatic medium to an existing social skills group, and/or specific social skill intervention program for children ages 4-15 of age with autism spectrum disorder will benefit from this presentation.

Early Predictors of Pragmatic Language Skills in Children With ASD

Belinda Lynette Williams, MA, Los Angeles Speech and Language Therapy Center, Inc.

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

Educating Hispanic Elders About Stroke With Computers

Sugey Calderon, BS, Howard University; Pamela Vora, BS, Howard University; Silvia Martinez, EdD, Howard University

Hispanic are at a greater risk of experiencing strokes and being more profoundly impacted than their white counterparts. Among the reasons leading to health disparities in some Hispanics are the literacy rates below the readability levels of typically disseminated written materials, such as brochures. To address health gaps *Healthy People 2010* has reported that the professions must develop culturally appropriate and alternate communication methods to increase health literacy in minority populations. This study assessed the literacy levels of elderly hispanics, assessed their knowledge about stroke (prevention, symptoms, and management, and carried out an education program using Talking Photonovelas. The Talking Photonovelas are computer-based materials that educates the learner using stories with pictures, dialogue bubbles and voice-overs.

Effects of Repetition Therapy on Patients With Dementia

Magan Argenta, BA, Howard University; Jay R. Lucker, EdD, Howard University

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

Efficacy of Teachback Method in Speech-Language Conferences

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

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

Efficacy of the iPad as AAC With Developmental Disability Populations

Melanie Velvet Wallace, BA, North Carolina Agricultural and Technical University; Patience B. Stephenson, BA, North Carolina Agricultural and Technical University; Deanna Lacy McQuitty, PhD, North Carolina Agricultural and State University

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

Electronic Apps as a Supplement to Language Therapy

ShaVon Johnson, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

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

Esophageal Dysphagia: What Can We Do? A Case Study

Beverly A Williams, MHS, Brian Center Cabarrus Concord - Sava Senior Care; Darragh Fertitta-Boutis, MS, Swallowing Diagnostics; Steven H. Diggs, RT, Swallowing Diagnostics; Cassandra Wade, BA, North Carolina Central University

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

GED Teaching Model as a Vehicle to Develop Executive Functioning

Camye E. Allen, MA, Norfolk Redevelopment and Housing Authority (NRHA); Katrina Evette Miller, MA, CBIS, North Carolina Central University/Nova Southeastern University

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

Graduate School Admissions: A Behind the Scenes Dialogue

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

The admissions process for graduate school is composed of many requirements and expectations. 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. There are other factors that applicants may or may not be aware of (e.g., programs designated number of students admitted annually, funding opportunities, rubrics used to guide the admittance selection process, etc.). Faculty from six universities with graduate programs in speech language pathology will participate in a candid discussion about the factors that influence the difficult admissions decisions. The panel will discuss their specific selection process including rubrics, factors that may weigh more heavily than others, as well as participate in a question and answer segment with seminar attendees.

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

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

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

HIV/AIDS UPDATE! Neurological Manifestations and the Role of the CSD Professional

David L. Dean, North Carolina Agricultural and Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University

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

Identifying Core Vocabulary for Urdu Language Speakers Using AAC

Abdul Samad Mukati, MA, Howard University; Ovetta Harris, PhD, Howard University

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

systematic and reliable approach to analyzing conversational language samples in UL is demonstrated.

Importance of the Family in Speech, Language and Hearing Services

Jay R. Lucker, EdD, Howard University

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

Inadequate Caregiver Attachment and it's Effects on Early Communication Development

Adria Brianna Troy, BA, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, PhD, North Carolina Agricultural and Technical State University

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

Further research on the communication delays exhibited by this population and intervention strategies will be explored.

Issues in Neurogenic Communication Disorders: Past, Present and Future

Joan C. Payne, PhD, Howard University; Joyce L. Harris, PhD, The University of Texas at Austin; Valarie B. Fleming, PhD, Texas State University-San Marcos; Charles Ellis, Jr., PhD, Medical University of South Carolina; Michele L. Norman, PhD, Longwood University

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

Item Analysis of Minority Students' Performance on the PRAXIS

Shara Eunice Boykin, BS, Howard University; Alysha Marie Karen Lawrence, BS, Howard University; Shameka Nicole Johnson, Med, Howard University

Nationwide there is a differential pass rate of minority students on the PRAXIS (ASHA,2005). For many years, Howard University has addressed the issue through a concerted PRAXIS preparation course that has exhibited positive results. However, it has not fully addressed the differential pass rate. More research is needed to determine the exact nature of this issue. Toward this end, the present study will discuss an item analysis of students' performance on questions from the PRAXIS. The students were given a 143-item PRAXIS simulation composed of actual former PRAXIS questions. The item analysis entailed an inspection of the difficulty level of each question as defined by 30% or more students

providing incorrect answers. Items were classified by courses, undergraduate or graduate, and by content area of the Praxis. Results will reveal those courses and content areas most difficult for minority students. Suggestions will be provided on how best to resolve this issue.

Life and Death of Neuron: Future Implications for CSD Professionals

Melisa Aberrnathy, North Carolina Agricultural and Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University

Adults ages 65 years and older currently comprise 12.8% of the U.S. population. As the Baby Boomers continue entering into this age cohort, increased demands will be placed upon health systems to keep this age cohort free of diseases and disorders, especially chronic ones. Recent research by the NIH has concluded that most, if not all of diseases are caused by the unnatural death of a neuron—in effect, neurotransmitters not being made. This unnatural, sudden death of neurons can severely damage the different parts of the brain associated with speech, language, hearing and swallowing. With these parts of the brain affected, patients often cannot engage in cognitive-linguistic processing, have difficulty with verbal expression and comprehension, and may experience sensory-neural hearing loss and dysphagia. The intent of this NIH research is to decrease the number of people being affected by progressive degenerative neurological diseases that may lead to communication disorders. Since neurons are responsible for producing neurotransmitters, when a group of neurons die that produce specific neurotransmitters (i.e., dopamine, glutamate or serotonin), the inhibitory or excitatory function of these neurotransmitters is compromised, resulting in various neurological diseases. This presentation will discuss how researchers are conducting investigations that determine what causes neurons to die unnaturally, especially since neurons are purported to be the longest living human cells; and identify strategies employed by researchers to replenish dead/dying neurons (e.g., successful neuron duplication). Implications for the future role of CSD specialists in this era of neuronal genetic duplication/manipulation will be discussed.

Maternal Depression and Early Communication Development in Young Children

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

The purpose of this research was to investigate the correlation between maternal depression and early communication development in young children. Current literature suggests there is an accelerating delay in milestone development with lasting consequences in language acquisition(Keefe,Leif

erman,Paluson,2008). This project investigated the role of the speech-language pathologist in providing best practices regarding prenatal education and involvement to enhance communication patterns of the young child. Future research needs in this area will also be explored.

Mentorship: Leaving a Legacy and Making a Difference

Paul Richard Rao, PhD, Medstar National Rehabilitation Hospital; Vicki Deal-Williams, MA, American Speech-Language-Hearing Association

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

Mild Cognitive Impairment: Determining Linguistic Change Over Time

Valarie B. Fleming, PhD, Texas State University

Mild cognitive impairment (MCI) is a diagnostic category reserved for individuals with impaired cognitive performance beyond that expected in normal aging, but without significant dysfunction in most daily activities (Albert et al., 2011). MCI carries a risk of progression to dementia at an annual rate of between 6% and 25% (Holsinger, et al., 2007). Individuals with MCI should be reassessed frequently in order to detect cognitive and cognitive-linguistic changes that may signal the onset of dementia. As an extension of a pervious

study, this research-in-progress investigates qualitative and quantitative differences in discourse production between typical cognitive aging individuals and individuals with a diagnosis of MCI six-months after an initial evaluation. Nine adults with MCI (M age = 76.00; SD = 6.10) and nine cognitively intact, age and education matched adults (M = age 72.44; SD = 6.00) participated in the current study and were assessed in terms of general cognition, components of executive function, and spoken discourse production. Data collection and coding of data has been completed, but analyses are ongoing. Nonparametric statistics will be used throughout to analyze the data for relationships between initial and follow-up results and to compare group performance on initial and follow-up performance. The expectation is that these data will form the basis for the continued development of a valid, reliable instrument for early detection based on a minimal set of linguistic markers that can be used to support a diagnosis of MCI or progression to dementia.

Minimal Competency Core of Pragmatic Behaviors During Preschool Peer Interactions

Yvette D. Hyter, PhD, Western Michigan University

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

Navigating the Faculty Interview

Kay T Payne, PhD, Howard University; Wilhelmina Wright-Harp, PhD, Howard University

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

Neurogenic Communication Disorders: Assessment and Treatment

Davetrina Seles Gadson, MS, Medstar National Rehabilitation Network

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

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

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

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

2013 Convention Proceedings

Phonological Processes in Central American Children
Miguelina Zapata, MS, Howard University; Silvia Martinez, EdD, Howard University; Jay R. Lucker, EdD, Howard University

The purpose of this study is to describe phonological development of Spanish speaking children from Central American backgrounds. Another purpose is to determine if dialectal differences play an important role when diagnosing children from Spanish-speaking backgrounds. 40 participants mainly from El Salvador were selected to participate in the study. Children ranged from 3-11 years old. Participants were given the Martinez Articulation Test for Spanish Speakers (MATSS) to label pictures to assess their articulation abilities. Data was collected and a percentage of phonological processes was computed (taking dialectal differences into account) to determine which phonological processes were present at what age. Another percentage of phonological processes was computed (without taking dialectal differences into account) to identify differences and determine how dialectal differences may be accounted for when performing non-biased assessments. Findings of this study suggest that children from Spanish-speaking backgrounds a) present with phonological processes identified in the literature, b) develop phonological repertoire later than children from English-speaking backgrounds, and c) dialectal differences may account for misdiagnosing this population. Furthermore, age of disappearance of phonological processes are identified.The results of this study proved that the group of children studied have similar phonological processes previously identified in other children speaking different Spanish dialects. Nevertheless, in order to be able to evaluate the development, and reduce discriminatory assessment practices, particular dialectal features must be considered. This study also concluded that clinicians cannot use developmental data of English speaking children, since Spanish speaking children developed and eliminated phonological processes differently.

Play That Funky Music! Do College Student Musicians Experience Noise-Induced Hearing Loss?
Khalyn Jones, North Carolina Agricultural and Technical State University; Kathryn Barrett, PhD, North Carolina Agricultural and Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University

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

Post-Stroke Discharge and Use of Rehabilitation Services
Sharon W. Williams, PhD, UNC-CH; Kim Faurot, MS, UNC-CH; Ana Felix, MD, UNC-Chapel Hill; Angela Johnston, BS, UNC-Chapel Hill

Strokes are a leading cause of disability in the United States. Among the approximately 795,000 individuals who experience stroke each year, approximately half will have moderate to severe levels of disability. While these survivors of strokes often face complex transitions that involve moving from one setting to another, intensive multidisciplinary rehabilitation after hospital discharge maximizes recovery of function and is associated with higher patient and family satisfaction. Unfortunately, similar to other stroke outcomes, disparities also exist in use of rehabilitation services after an acute stroke with minorities historically receiving less intensive rehabilitation and being more likely to be discharged home, with or without follow-up rehabilitation. We use a biospsychosocial framework to identify and categorize the variables that affect post-hospital disposition and to examine the relationship between variables. Recruitment for the Stroke Telemedicine Access Recovery (STAR) Project resulted in 154 patients from a rural community hospital. The racial representation of 37% white, 34% African American, and 29% American Indian closely reflected the community's tri-racial population. Rehabilitation discharge destination was inpatient rehabilitation for 22% of the participants, home with no rehabilitation services for 39%, home with

rehabilitation services for 29%, and the other 10% were discharged to a skilled nursing facility. Given the importance of early intensive rehabilitation after hospital discharge, more studies are needed to better understand rehabilitation discharge after acute stroke.

Prevalence of Minority Males on SLPs Caseloads: What are Contributing Factors?

Robert M. Screen, PhD, Hampton University; Nwakaego O.V. Iwenofu, MA, Hampton University

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

Pronoun Usage in the Gullah Dialect

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

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

Publish or Perish: Strategies for Successful Publishing in Academia

Wilhelmina Yolanda Wright-Harp, PhD, Howard University; Joan C. Payne, PhD, Howard University

In the academia, faculty constantly face the looming mantra of "publish or perish" which places the primary emphasis on research and publishing versus teaching. The purpose of this presentation is to provide an overview of the culture of the publishing world as well as the journal and book writing process. Several areas will be addressed including the different types of research and scholarly publications;

the preference for peer-refereed publications; strategies for approaching a publisher; how best to submit a manuscript to capture the interest of journal and book editors as well as how to respond to reviewer and editor suggestions for a manuscript. Other areas to be addressed include types of book publishers and finding the peer-refereed journal that offers the best fit for a manuscript in terms of journal focus, impact factors and ranking.

Recognition and Comprehension of Figurative Language From Culturally-Related Music

Alaina Davis-Brooks, MS, Howard University; Jay Lucker, EdD, Howard University; Wilhelmina Wright-Harp,PhD, Howard University; Joan C. Payne, PhD, Howard University

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

Respecting Diversity: Speech Therapy Strategies for Working With Diverse Students

Constance Birute Russell, MA, Katy Independent School District

The position of the American Speech-Language-Hearing Association stipulates that it is the duty and responsibility of today's speech and language pathologists to provide services that are culturally relevant. As our society becomes more diverse, it is imperative that speech and language pathologists' are culturally competent and learn to culturally respond to this challenge by valuing diversity, and consciously equipping themselves with the knowledge, and instructional strategies essential in meeting the needs of diverse student populations in speech therapy. To continue the tradition of inclusion of diverse students in our classrooms, we need to "widen our

circle" and bring our speech pathologists to the forefront in helping to nurture rich perspectives that children bring into the classroom. This short course will offer innovative hands-on strategies for speech pathologists' to use in therapy in the areas of articulation, fluency and language, that will ensure that all students have the opportunity to bring to class their unique cultural experiences through the teaching and learning process, while eliminating communication disorders.

Say What: Assessment and Treatment of Childhood Apraxia of Speech

RaDiah Simone Reynolds, MS, Arkansas Board of Examiners for Speech Pathology and Audiology

This presentation is intended to provide functional and evidence-based information regarding the assessment and treatment of Childhood Apraxia of Speech (CAS). A clinician's knowledge and skills regarding the characteristics of CAS are directly related to their ability to distinguish CAS from a phonological or articulation disorder. According to the Childhood Apraxia of Speech Association of North America (CASANA), about 3-5% of preschoolers are affected by CAS, a motor speech disorder. Children with CAS have problems saying sounds, syllables, and words absent of muscle weakness or paralysis. The brain has problems planning to move the articulators needed for speech. Children know what they want to say; however, their brains have problems coordinating the muscle movements needed to produce those words.

Seizure and Epilepsy Disorders: Implications on Speech and Language Development

Sarah Ghaleb Abulibdeh, BA, North Carolina Agricultural & Technical State University; Deana Lacy McQuitty, PhD, North Carolina Agricultural & Technical State University

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

Silence to Communication: Strategies for Working With the Nonverbal Student

Tiffany A. White, MEd, District of Columbia Public Schools; Deanna T. Longino, MS, University of Texas at Austin

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

SLP's View: Use and Effectiveness of Anti-Stuttering Devices

Keiofia Katasha Mitchell, North Carolina Agricultural and Technical State University; June Graham-Bethea, MA, North Carolina Agricultural and Technical State University

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

Spanish Word Shapes of Preschoolers

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

Measurement of phonological abilities in children usually comprises the analysis of segments such as phonemes in isolation and context such as words. Nevertheless, for those cases where more in-depth analysis is required, it has been proposed that whole-word analysis may also offer clinicians information about complexity, variability and intelligibility of usage to help with treatment development. Whole-word pattern analysis and its applications have been recommended

by Ingram (2000), Ingram and Ingram (2001), and others. One particular whole-word analysis addresses Word Shapes which involves looking at monosyllabic and multisyllabic shapes of word in spontaneous speech. The end goal is to analyze proportions, the production of consonants and consonant clusters, variability and complexity, and deletion of syllables. Ultimately it will veer the clinician to identify appropriate target words for treatment. This research looks at the development of word shapes in Spanish speaking typically developing children in order to describe developmental profiles that will serve in the process phonological evaluations. Using the CHILDES databank, the analysis of the speech of 200 Mexican Spanish speaking preschoolers will offer the opportunity to look at word and syllable shapes (i. e. CV monosyllables) in order to describe trends. This information is almost absent in the literature and therefore Spanish speaking clinicians lack basic information in order to perform word shape analysis as recommended by the literature.

Speech-Language Pathology Graduate Students' Knowledge of African-American English

Sharlene M. Wilson Ottley, MS, Howard University; Linda Bland-Stewart, PhD, Howard University

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

Students Oriented to Doctoral Attainment (SODA) Buddy System

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

The value and benefits of mentoring doctoral students in speech-language pathology, particularly students from underrepresented racial/ethnic groups, has been found to be an effective tool in increasing the successful completion of doctoral degrees by students from these groups. Still, few mentoring programs have been designed to provide doctoral students with the guidance and assistance needed to complete their programs of study (Wright-Harp, W., & Cole, P., 2008). An alternative to a lack of such programs is the implementation of an effective buddy system for doctoral students in the same stage of their program called Students Oriented to Doctoral Attainment (SODA) Buddy System. Consequently, the benefits of friendship and collaboration of two doctoral candidates in Speech-Language Pathology at Howard University, how their teamwork has resulted in exceptional success in their doctoral program and their use of SODA buddy system are presented. Steps and real life examples of how to develop and implement SODA buddy system early in a doctoral program which results in completion of a doctorate degree are discussed.

Summarizing Meta Analyses: Pragmatic Language of African American Child

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

This presentation will summarize meta analyses conducted in three areas of pragmatic language development for African American children. The ultimate goal is to build a theory of pragmatic language of African American children. A systematic literature review conducted by Hyter, Rivers and DeJarnette (2010a, 2010b) showed that the majority of research on the pragmatic language skills of African American children conducted over a 31-year period (1971 – 2010) primarily focused on narrative discourse skills. Much less of the research focused on three foundational areas of pragmatic language: speech acts, conversational skills, and perspective taking. These areas require a more in-depth review to begin to develop a theory of African American pragmatic language development, which will be useful in guiding assessment development and facilitating knowledge and skills that speech-language pathologists need to effectively provide services to this population. This presentation extends on our 2012 NBASLH systematic literature review and 2012 ASHA meta analysis presentations on the pragmatic language and social communication behaviors in African American children. This 2013 NBASLH presentation continues to drill down through the literature on African American children with a specific focus on three foundational components of pragmatic language and social communication: speech acts, conversational skills, and perspective taking. We will share the final conclusions of the extensive meta analyses conducted on the aforementioned areas, and our initial efforts to build a unifying taxonomy of pragmatic language behaviors in this population.

Tele-Practice Therapy and Treating Patients With Cleft Lip and Palates

Nancy Marie Gauvin, MS, Nova Southeastern University

Participants will be able to learn about assessing, diagnosing and treating patients with cleft lip/palates and VPI using tele-

practice as its mode of therapy delivery to the areas of the world where SLP's do not exist. The participants will be able to understand the importance of conducting and/or recognizing an appropriate evaluation. Recognizing the social stigmas related to cleft lip/palates and VPI as they pertain to populations where cleft lip and palates are considered taboo. Participants will be able to use information provided to aide in conducting a thorough evaluation or recognize when a proper evaluation has been done considering specific speech and language difficulties. Participants will be able to distinguish what type of referral should be done regarding language differences. Using the case history, the participants will learn to prepare informal assessments, as well as modify formal evaluation tools in using tele-practice when reading an evaluation report, participants will be able to distinguish if proper steps have been taken into consideration for an evaluation.

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

Tabia S. Alexander, BS, Howard University; Kay Payne, PhD, Howard University

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

The Effectiveness of a Response to Intervention Co-Teaching Training Model for Special Educators of Children With Critical Communication Needs in the Bahamas

Shameka Nicole Johnson, MEd, Howard University

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

The Impact of Arteriovenous Malformation on Speech and Language Development

Da'Nisha Shonte' Strong, BA, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, PhD, North Carolina Agricultural and Technical State University

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

The Impact Of Stuttering on Male and Female Relationships

Cheryl Paulette Higgs, West Carolina University

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

The Impact of Using Code Switching Among African Americans

Jasmyne Chay Speller, BA, North Carolina Central University

Code switching in using English language among African Americans has been viewed as a powerful tool in communication. Studies show that African Americans have been successful in using code switching in educational settings and everyday life (i.e. workforce and everyday life). This study explores perceptions on code switching and its effectiveness in higher institutions of learning. The study will investigate how undergraduate students use code switching in the classroom and outside of the classroom, its effectiveness as an ability to perform in using code-switching. Code switching can be defined as possessing an ability to alternate

between two or more dialects when placed in a formal setting vs. an informal setting. Research suggests that code switching is a powerful tool if utilized correctly. The perception of code switching has been viewed as a negatively by some people in the society. Some individuals have viewed this action as losing one's identity or what is called "selling out". Research has also indicated that code-switching has some limitation. A likert scale survey will be designed to collect data from students who have attended or attending college in Historically Black Universities (HBCU) and Predominantly White institutions (PWI). The analysis of the study will be shared at conference presentation and will lead to publication.

The Speech and Language Development of Children With Spina Bifida

Patience Brennae Stephenson, BA, North Carolina Agricultural and Technical State University; Deana McQuitty, PhD, North Carolina Agricultural and Technical State University

This meta-analysis research project examines speech and language characteristics and cognitive function of infants and toddlers diagnosed with spina bifida. Spina bifida is one of the most common congential disabilities often affecting 1,500 to 2,000 babies born in the United States. There is no cure for spina bifida (National Institute of Neurological Disorders and Stroke [NINDS], 2012). Normally, children born with spina bifida will have fetal surgery which will close the defect and minimize infection. Scholarly literature suggests that early intervention services for these children have provided optimal outcomes regarding later receptive and expressive language skills. The role of the speech-language pathologist as a member of the early intervention team as well as best practices for speech and language assessment and intervention will be discussed. Implications for future research will also be explored.

Using Popular Technology to Build an E-Course in Communication Sciences & Disorders

Kay T. Payne, PhD, Howard University; Shameka Johnson, MEd, Howard University

Are you all thumbs when it comes to technology? Do your students know more about the latest gadgets than you? Then why not let the students be your guide? This presentation will explore a unique partnership between a professor and student to launch an online course. We will discuss how an online course can be created using the most popular electronics and technology preferred by students.

What's New for Language Therapy on Your iPad?

Barbara Fernandes, MS, Smarty Ears

There are nearly one million apps on the app store, many of which have been used by speech pathologists over the last three years to deliver therapy in order to improve one's language skills. According to Wakefield & Schaber (2011) "many app'

descriptions are lacking a research base and evidence". This presentation is designed to discuss newly released iPad apps that can be used for promoting language development. This presentation will address the evidence behind the apps and discuss rationale for how to optimize the use of the iPad in therapy. Apps such as Adjective Remix, Language Empires, Categories Leaning Center, Fun & Functional, iName it, Common Core Early Language Screener and Language Adventures will be examined and discussed. This presentation will discuss evidence practice and how speech pathologists can analyze apps, seek the evidence about its need and evaluate effectiveness of the apps demonstrated on this presentation. This presentation will discuss the need for careful examination of the apps' descriptions on iTunes and how to examine if the app's methodology has any evidence to support or refute it.

Young Child AAE Speech Acts: Cultural Roots, Transmission, Developmental Trends - Donn Bailey Lecture

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This presentation reviews past as well as more recent research on the acquisition of cultural-specific speech acts by African American English (AAE) child speakers. Theoretical, clinical and future research implications for the study of pragmatic speech acts, conversational discourse and perspective taking in AAE child speakers will be addressed. SIGNIFICANCE: Existing literature on the socio-cultural, sociolinguistic and historical bases of African American speech community language use has identified several speech acts typically used by speakers within the community that serve specific communicative functions for AAE speakers. These acts have been shaped, passed on and maintained, according to Smitherman (2000, p. 17) through "historical memories" of African language and culture as well as the traditional Black Church, Black music, and a history of "servitude and oppression." Competent performance and interpretation of these acts require culturally sensitive intuition and perspective taking. Children learning to use these acts must learn the cultural nuances of context and be able to infer or intuit both as a hearer of what is spoken by another and as a speaker. Given this cultural history, African American children who are speakers of African American English (AAE), may express communicative intentions in ways that differ from the styles expected in a school classroom, increasing the likelihood that they may be over identified (or under identified) as having communication difficulties (Hwa Froelich, Kasambira, & Molesky, 2007). Therefore, it is imperative for speech-language pathologists to understand typical pragmatic language produced by African American children.