



NBASLH

Resound)))

A publication of the National Black Association for Speech-Language and Hearing

Summer 2014

NBASLH

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Sept. 1, 2013 - Aug. 31, 2014

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New Changes Ahead for the Praxis



The Praxis is changing. You may have already experienced the new computerized version of the Speech-Language Pathology and Audiology Praxis exams introduced in March 2013. Additional changes will be implemented beginning September 2014.

Currently, the paper-based test has been discontinued, except for students who qualify for accommodations due to disability or English as a second language (ESL). In September, the test format, composition and scoring will also change.

The new version will contain 132 questions, rather than 120 questions on the previous version. To accommodate the additional questions, the time has been extended to 150 minutes rather than the previous two hours. The questions will continue to be multiple choice, however there will be four, rather than five answer choices.

On the old version, questions were distributed according to seven content areas that broadly mirror undergraduate and graduate course material. The Praxis will continue to focus on this material, however new topics will include wellness and prevention, developing case histories, genetic and psychogenic etiologies, monitoring treatment progress and outcomes and follow-up on post treatment referrals and recommendations. For speech-language pathology, the questions will be divided among three content categories: Foundations and Professional Practice; Screening, Assessment, Evaluation and Diagnosis; and Planning, Implementation and Evaluation of Treatment. These areas will be represented by 44 questions each.

An important change is the modification of scoring. A score of 162 will be required for passing. This replaces the previous scoring wherein the number of correct answers was converted to a scaled score where 600 was required for passing. The approximate percentage of correct answers needed to pass (62-65%) appears to be maintained.

With the new computerized format, the Praxis will be able to be delivered almost continually. However, testing windows are established in two-week intervals each month. Scores are available immediately following the test. Also with the computerized format, questions can be presented using sound and video clips, as well as other technological innovations.

How Will the New Changes in the Praxis Affect African American Students?

The new modifications to the Praxis are welcomed and long overdue. The performance of minority test-takers on standardized tests has been a concern for many years. Finally, the Praxis appears to be moving closer to a criterion-referenced exam. As with standardized tests, the required number of correct answers to pass has depended on the performance of the total population. Hopefully, the pre-established scoring criterion for the new version will provide the needed edge for the many minority test-takers who were just two or three questions away from passing.

Since the computer-based format was introduced, I have already witnessed an increase in the scores of Howard students. Students report that computer delivery is much less threatening than the paper-based

continued on page 2

New Changes Ahead for the Praxis

continued from page 1

test, and timing is no longer an issue. Certainly, computer delivery is more in concert with the technological mode in which today's students communicate and learn.

The increased number of questions is not a concern since the length of the test has been extended. I am pleased to know that the number of answer choices has been reduced. A question with four answer choices is easier than one with five, since the probability of making a correct guess is increased, and the process of elimination is made easier.

The reorganization of the content areas is a major issue. The new modifications designate 44 questions to Foundations and Professional Practice. In the previous version, this area, which comprises undergraduate courses, accounted for fewer questions. Many students fail to review undergraduate course material in their preparation. Minority students, in particular, will need to be coached, or strongly encouraged, to review undergraduate course material.

Faculty, particularly those at HBCUs, need be aware of the new topics included in the Praxis and ensure inclusion of these topics in the curriculum. With the advances made in modifying the Praxis, we can ensure that the Praxis is no longer a barrier to the success of African American students entering the profession of speech-language pathology and audiology.



What Can NBASLH Do to Prepare Students?

NBASLH has always had a stake in the performance of minority individuals on the Praxis. Offered in conjunction with the national Convention, NBASLH has the most successful, longest running and most consistent Praxis Review Course in the profession. Participants in the review course and presenters were informed about the new changes in the previous session in April. Look for more information sessions at the upcoming Convention in Nashville. In the meantime, here's what NBASLH members, especially those in training programs, can do to ensure that our students are prepared for the new changes:

Get the word out immediately

The new Praxis will affect all students who are currently enrolled. Unfortunately none of the preparation materials are up-to-date with the new changes. Find ways to inform students such as email blasts, special informational sessions, announcements within classes, etc. Point out differences that are not updated in test

preparation materials. Encourage students to visit the ASHA and ETS websites. Inform other faculty members who are not NBASLH members. Don't forget to include adjuncts.

Modify the curriculum for inclusion of the new topics

Make note of the new topics and modify the curriculum for their inclusion if necessary. Material on wellness and prevention can be infused in existing courses where appropriate. Topics on case histories, monitoring treatment and follow-up may be included in clinical courses. Include a unit on genetic etiologies in disorders courses together with relevant reading assignments.

Incorporate computer testing in classroom exams

Many graduate students no longer encounter multiple choice exams. Yet practice with Praxis-type questions is the best preparation. Provide opportunities for students to take timed, multiple choice exams by computer.

Hold coaching sessions

Often students are unaware of the demands of the Praxis, particularly the critical thinking skills needed for the questions. Review sessions focusing on undergraduate courses is strongly encouraged since one-third of the Praxis questions will be from undergraduate courses. Encourage students to talk to each other about their exam experiences.

Faculty need to take the new exam

Faculty members can be more informed through the experience of having taken the exam themselves. If this is not possible or desirable, attend one of our sessions of the Praxis Review Course or an informational session at the NBASLH or ASHA Conventions. Visit the ASHA and ETS websites for first-hand information.

Maintain data about how minority students are performing

New policy changes often affect minority individuals more severely. For example, ESL students or students with disabilities may require more time or accommodations; and the effect of computer-based testing on minority test-takers has not been examined. NBASLH needs to be aware of the Praxis performance of minority test-takers so that it can advocate for appropriate considerations.

The NBASLH Praxis Review Course is ready to accommodate these new changes. We hope that these changes will continue to optimize the performance of minority test-takers.

Submitted by Kay T. Payne, PhD

NBASLH Will be at the ASHA 2014 Convention

Stop by ASHA Booth #459



From 2012 ASHA Convention - Mr. Arnell Brady, Ms. Timberly Leite and Dr. Byron Ross



From 2012 ASHA Convention - Drs. Robert and Carolyn Mayo

Where is Jenell Gordon?

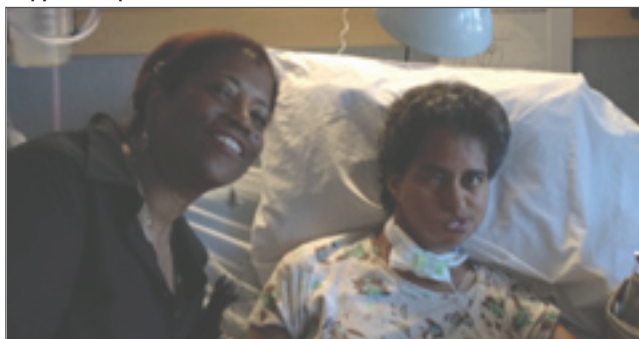


In May, 2007, Ms. Jenell Gordon, was presented with the NBASLH Communication Excellence Award. The award is given each year to an African-American who has excelled either in overcoming a speech or hearing disability or who has helped someone overcome such afflictions. Ms. Gordon has done both. Ms. Gordon received a bachelor's degree at NSU and worked as an intern at a local radio station before going to the

University of Tennessee for a master's degree in speech-language pathology. In 1993, she was diagnosed with arteriovenous malformation or AVM, a circulatory defect that develops before or shortly after birth.



In 1997, at age 31, Jenell underwent surgery to disentangle the malformed veins and arteries that connected her brain to her spine. The weakness she had been experiencing for several years on the left side of her body had been getting much worse, and without the surgery, Jenell knew she eventually would die. The full recovery she had hoped and prayed for, regrettably did not occur. Instead, Jenell was left a quadriplegic. Thanks to her parents' persistent appeals to local, state and federal legislators, and with what the Gordons consider the "Grace of God," Jenell was admitted to the Lake Taylor Transitional Care Hospital, Norfolk, Virginia, in 2006. There she would be able to receive skilled medical care and rehabilitative therapy, to improve her condition.



Jenell has struggled with her recovery. She communicates via sign language and an assistive communication device. But despite her difficulties, she still advocates for herself and other patients. She teaches sign language to the hospital staff, and she writes inspirational messages and essays on a wide range of topics.



In late fall, 2013, I tagged along with Noma Anderson, a long time member of NBASLH and a former president of ASHA, who had arranged a visit with Jenell at Lake Taylor. I hadn't been in contact with Jenell as much as I had been, so I took advantage of the opportunity to catch up with what was going on with her. During that visit, Jenell shared her continued hopes and prayers that her condition and circumstances would soon improve. I asked her to help me with a message I wanted to send to students who might be interested in becoming speech-language pathologists or audiologists. Her paraphrased comments are shown below:

What are your thoughts about what college students should be trying to learn in preparation for their careers as speech-language pathologists or audiologists? *First and foremost, be sure you are a helping-person, and that you take those courses that help you to understand the true nature of man. Learn all about science, particularly, the human body and how to go about getting things right if something goes wrong with it.*

How important do you think it is to have good "people skills" in contrast to academic or clinical skills? *People skills are vitally important, far more so than the clinical skills that are taught in graduate school. Without the capacity to empathize with people, the pursuit of a degree in communications disorders would be a waste.*

Do you have any thoughts about how to improve or to develop augmentative communication systems? *I think manufacturers need to consult more with those of us who use these systems. I'm sure they try, but sometimes it seems their ideas just don't work out. I'd like to try some of the devices out here at Lake Taylor, before they go on the market.*

In May of this year I received an email from Jenell that read "After 13 years on a ventilator it was going to be removed, to allow me to breathe independently." Jenell also communicated that "Through God's help, real progress was being made." She was scheduled to be moved to the "more popular" first floor, a considerable improvement in her status as a resident at Lake Taylor. I plan to visit again soon after her move.

Jenell continues to be an inspiration. Her faith in God, and the continued support of her family and friends serve to feed her spirit, encouraging her to push forward. Jenell welcomes emails and visits, particularly, from her colleagues in speech-language pathology. I encourage you to write her at jenellgordon@yahoo.com.

Submitted by Ronald Jones, PhD

A History in the Making



When he was appointed Executive Director for NBASLH in 1988 Mr. M. Eugene Wiggins, known to most of us as “Gene,” didn’t know he would be the one to end up writing *The History of the National Black Association for Speech-Language and Hearing: The First Twenty Years*. A founding member of the Association, Gene is certainly the right man for the job. He was present when five courageous Black men stood up at the 1968 ASHA Convention, held that year in Denver, Colorado, to protest ASHA’s “callous disregard” of the issues and concerns that affected ASHA’s African-American membership. Gene recounts in the history book that...

“... several Black speech- language-hearing professionals openly confronted ASHA’s leaders with the need to change the Association’s structure from a primarily White, male dominated organization, that dismissed, or ignored its Black members, to

an organization that reflected and respected the racial diversity that existed within the ranks of its membership, no matter how modest.”

The efforts of those who stood up led to the founding of the National Black Association for Speech-Language and Hearing (NBASLH) in 1978. Gene continued as the Association’s Executive Director until 2002.

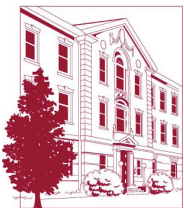
Gene invited Robert Mayo and me to help him with the final draft of the book. As the Executive Editor and Managing Editor of *ECHO*, respectively, Robert and I helped with aligning the text with a series of new digital publishing standards. Our contributions, however, were meager in comparison to the wealth of knowledge, insight, and information Gene brought to the project.

The book is finally in print and will be available for general distribution by the end of July. Before it is distributed, though, Gene wants to insure that those not there to live the history, our students, are given first dibs at reading the story. He is asking NBASLH members, particularly, seasoned members to consider purchasing at least two copies of the book; one for themselves, and the other to be donated to NBASLH for free distribution to its student members. Information about the book’s price and a student book distribution program are forthcoming.

My hat’s off to Mr. M. Eugene Wiggins, a history maker in his own right.

Submitted by Ronald Jones, PhD

NCCU Partners with Beijing Language and Culture University for Cross-Cultural Communication Disorder Program



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CAROLINA
CENTRAL
UNIVERSITY**
FOUNDED 1910



North Carolina Central University and Beijing Language and Culture University in Beijing, China, signed a Memorandum of Understanding for a Bilingual Speech Language Pathologist training program on April 29, 2014. The agreement starts in 2014.

The program, through NCCU’s School of Education, is a collaboration with both universities that would primarily focus on student and faculty exchanges, joint research and educational training programs, and research contracts. Other areas of collaboration will include a dual degree program, as well as enterprise and entrepreneurial activity. BLCU is one of less than 10 universities in China that currently offers a degree in Communication Disorders. The university has a strong research focus on culture and diversity and recently established a Research Institute for Brain Development and Communication Disorders.

Led by NCCU Chancellor Debra Saunders-White in Beijing, NCCU’s delegation also included Provost and Vice Chancellor of Academic Affairs Johnson Akinleye, School of Education Dean Wynetta Lee and Communication Disorders Professor Grace Hao.

“The new relationship between NCCU and Beijing Language and Culture University will give students an extraordinary opportunity to learn from two distinguished programs and ultimately provide people who need their services with uniquely trained practitioners,” said Saunders-White from China.

Established in 1967, NCCU’s Communication Disorders program trains students to become speech-language pathologists (SLP) who prevent, assess and manage human communication disorders across the lifespan — from infants to the elderly. Swallowing, articulation, language development, cognition, autism and neurodegenerative disorders are all specialty fields of the faculty and part of the eight clinics offered at NCCU. At no cost, community members receive speech and language services in one-on-one and group sessions.

Submitted by Shelia Bridges-Bond, PhD

NBASLH 2014 Convention Photos

Thank You to the students of South Carolina State University for building the 2014 NBASLH Convention Attendee Packets.



Member News



Cathy Runnels, her brother Daniel Runnels and former graduate student, Leslie Dahl.

Cathy Runnels, MS, CCC-SLP, was a featured speaker at official grand opening of the new Gebbie Clinic in Syracuse, New York. This event marked the 40th anniversary of the Gebbie Clinic and 65th anniversary of the Department of Communication Sciences and Disorders. The title for Ms. Runnels presentation was *Reframing Principles of Speech Language Pathology to Modify Accents*.



Yolanda Fields, MS, CCC-SLP, was appointed to the Children's Medical Services International, Inc. (CMSI) Board of Directors. Ms. Fields is President and CEO of Speak Like Me, Inc., a therapeutic speech and language private practice. CMSI was founded in 1982 by the late Billie Rees West. After traveling to the island of Jamaica and learning of the dire medical needs of Jamaicans, Mrs. West established partnership with the Medical College of Virginia (MCV) in Richmond, Virginia and pediatric surgeon, Dr. Charles Bagwell.



Jamila Foreman, MEd, CCC-SLP, was selected for the second class of the Forty Under Forty Award, an alumni award from North Carolina Central University. The award recognizes young alumni who have made significant contributions in the arts, entertainment, health care, sciences, education, law, business, entrepreneurship, philanthropy, public service and government. Ms. Foreman is being recognized for her contributions to health care. The awards ceremony will take place September 12 in Durham, North Carolina.



CSULA communication disorders students with Soloris Greene.

On June 6, 2014, **Soloris Johnson Greene, MA, CCC-SLP**, received the 2014 Lorraine M. Monnin Alumnus Award for Dedicated Service to the Public Schools from the California State University, Los Angeles Department of Communication Disorders.

2014 ASHA Awards

NBASLH would like to congratulate the following individuals for being a recipient of a 2014 ASHA Award:

Honors of the Association

Dolores Battles

Fellowship of the Association

Rachel Williams, NBASLH Chair

Cathy Runnels, NBASLH Past Chair

Kenyatta Rivers, NBASLH Board Member

Charles Ellis, Jr.

Betholyn Gentry

Regina Goings

Charlette Green

The **Honors of the Association** recognizes members for their distinguished contributions to the discipline of communication sciences and disorders and is the highest honor the Association bestows.

Fellowship of the Association is one of the highest honors the Association bestows. To be awarded Fellow, the nominee must have made outstanding contributions to the discipline of communication sciences and disorders.

CONGRATULATIONS

2014 NSSLHA Awards

NBASLH would like to congratulate the following individuals for being a recipient of a 2014 NSSLHA Award:

Chapter Advisor Honors

Constance Dean Qualls

NSSLHA Member Honors

R. Danielle Scott

Rilie Mangan

NSSLHA Gold Chapter Honors

Southern Illinois University – Carbondale

University of Cincinnati

NSSLHA Bronze Chapter Honors

Nova Southeastern University

The **Chapter Advisor Honors** recognizes individuals who make a significant contribution to furthering the Association's mission.

NSSLHA Member Honors are awarded on the basis of scholastic achievement, service to the academic unit, professional conduct, and service to NSSLHA.

Welcome to NBASLH's Newest Board Members



Board Member, Dr. Kenyatta O. Rivers

Dr. Kenyatta is an Associate Professor in the Department of Communication Sciences and Disorders at the University of Central Florida in Orlando, Florida. He received his doctorate degree from the University of Florida, master's degree from the University of Central Florida,

bachelor's degree from the University of Central Florida, and Associate of Arts degree from Lake-Sumter Community College. His teaching, research and clinical interests include language/literacy disorders in children and adolescents, pragmatic language differences and disorders in African American children and adolescents, cognitive-communication disorders in children, adolescents, and adults, and evidence-based practice in schools. Since 2005, he has served as a Mentor for the American Speech-Language-Hearing Association's (ASHA) Mentoring Academic-Research Careers (MARC) program and Student to Empowered Professional (S.T.E.P.) Mentoring Program. He is a Board Member of the Central and North Florida Chapter of the Alzheimer's Association, a Reviewer for *Language, Speech, and Hearing Services in Schools*, and *Alzheimer's & Dementia: The Journal of the Alzheimer's*, an Associate Issue Editor for *Topics in Language Disorders*, and a Grant Reviewer for the Alzheimer's Association. In addition, he is

a Member of the Communication Sciences and Disorders Clinical Trials Research Group – Schools Liaison Group, the ASHA SIG 14 (Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations), and the National Council for Black Studies. He enjoys reading, bowling, watching arena football and attending church.



Student Representative, Sabina Joseph

Ms. Sabina Joseph is a speech-language pathology assistant and graduate student in speech-language pathology at Nova Southeastern University. She earned a bachelor's degree in communication sciences and disorders from the University of South Florida. During that time,

her mother suddenly passed away. Sabina persevered; continuing her education, at the same time, caring for her nonverbal twin sister and grieving father. Growing up in Brooklyn, New York, to multilingual Haitian parents, Sabina, herself, was challenged by a receptive language delay. She continues to overcome this and uses her personal experiences as motivation to strive to become a successful student and therapist. Sabina wishes to one day continue studies at the doctorate level. Her passions are in articulation and phonological disorders. She has a keen interest in the Haitian immigrant population and literacy.



Keep Your Information Up-To-Date!

Visit the NBASLH website (www.NBASLH.org) and make sure your NBASLH Account is up-to-date. Log on to the Member Center of the website, enter your Last Name and your Member Number. Once submitted, you are able to edit your account information, such as mailing address, email address, professional information and more.

The Member Center also gives you access to renew your membership, register for an event and search for a member.

Log on today!

DO YOU HAVE



TO SHARE?

Members are encouraged to submit items for consideration and publication in the **Resound**))) Topics include articles of interest to the membership and areas that pertain to SLPs or audiologists. Share your good news and accomplishments!

If you have a story, announcement or event you would like to place in the **Resound**))) please send your information to:

Diane Yenerall, MPM, CAE
NBASLH Business Manager
nbaslh@nbaslh.org

Mark Your Calendars

2015 NBASLH Convention and 2015 PRAXIS Review

**April 16-18, 2015
DoubleTree by Hilton Hotel
Nashville Downtown
Nashville, Tennessee**

**Check the website soon for
Call for Papers.**

**Deadline for submission is
December 1, 2014.**



NBASLH Convention *Raffle*

Thanks to everyone who participated in the Convention Raffle this past April. The raffle raised \$379 for the Student Fund. The Student Fund helps support travel stipends for students to attend the Annual Convention.

Congratulations to:

- Kesha Hill – Recipient of a 2015 NBASLH Convention Registration
- Lakieta L. Emanuel – Recipient of a 2014 ASHA Convention Registration