Session Code: 1005  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/102AB  
Session Format: Seminar 2-hours  

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** AAC Multidisciplinary Treatment for Communication & Functional Participation  
**Presenter(s):** Amy Sonntag, Lindsay Ripple  
**Abstract:** Clinicians will describe how to structure AAC therapy using the ICF framework and multidisciplinary treatment. They will explain how using this framework to approach goals allowed for increased functional use of SGDs in a variety of environments.

Session Code: 1006  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/204B  
Session Format: Seminar 2-hours  

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** AAC for Adults with Neurogenic Communication Disorders: An Overview of Recent Discoveries  
**Presenter(s):** Aimee Dietz, Susan Fager, Michelle Bourgeois, Nina Simmons Mackie, Kathryn Garrett  
**Abstract:** This session is developed by, and presenters invited by, Augmentative and Alternative Communication (AAC). This panel will present overview of AAC intervention for adults with neurogenic disorders. Specifically strategies related to AAC access for people with sever motor impairment, AAC for language recovery in aphasia, supporting communication for people with aphasia in acute care, and low-tech approaches for people with dementia will be discussed.

Session Code: 1007  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/124  
Session Format: Seminar 2-hours  

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Co-Constructed Narratives Using Eye Gaze  
**Presenter(s):** JoAnn Wiechmann, Susan Norwell  
**Abstract:** Speech-Language Pathologists and Educators are faced with meeting the individualized needs of students who communicate through eye-gaze. This session will discuss the importance of using narratives to build language and literacy skills. Strategies for co-constructing narratives will be demonstrated. Collaboration between the SLP and educator will be discussed.

Session Code: 1008  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Research Submission  
Location/Room: CC/103B  
Session Format: Seminar 2-hours  

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Supporting the Language Development of Children With Complex Communication Needs: Just-in-Time Programming of AAC Apps  
**Presenter(s):** Janice Light, Jessica Caron, Christine Holyfield, Jessica Currall, Clark Knudtson, Merissa Ekman, Beth Breakstone, Kathryn Drager  
**Abstract:** Children who use AAC apps often do not have the vocabulary that they require within their daily interactions. This session will present the results of four research studies designed to investigate just-in-time (JIT) programming of vocabulary during interactions to better support the language development of children with CCN.

Session Code: 1009  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Research Submission  
Location/Room: CC/Ballroom A  
Session Format: Seminar 2-hours  

**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** A Survey of Reading Habits & Empathy of Individuals With ASD  
**Presenter(s):** Deborah Elledge, Jennifer Thistle, Carly Kjornes, Emma Walters  
**Abstract:** Individuals with ASD often experience impaired social relationships in part due to decreased levels of empathy. This session will describe research examining the potential use of reading fiction as an intervention tool to facilitate the development of empathy in adults with Autism Spectrum Disorder.
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<tr>
<th>Session Code</th>
<th>Date: Thursday, November 17, 2016</th>
<th>Location/Room: CC/121ABC</th>
<th>Session Format: Seminar 2-hours</th>
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<tr>
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<td>Level/Type</td>
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<tr>
<td>Topic Area</td>
<td>Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title</td>
<td>Adapting Naturalistic Language Intervention for Young Children with Autism Spectrum Disorders</td>
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<tr>
<td>Presenter(s)</td>
<td>Ann Kaiser</td>
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<tr>
<td>Abstract</td>
<td>This session is developed by, and presenters invited by, Autism Spectrum Disorders. Children with ASD can learn functional language through direct or naturalistic methods, yet adapting teaching to their unique needs can be beneficial. This session focuses on four adaptations of early language interventions: parents as partners; importance of symbolic play and joint attention; combining classic interventions; use of speech generating devices.</td>
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<th>Session Code</th>
<th>Date: Thursday, November 17, 2016</th>
<th>Location/Room: CC/Terrace Ballroom I</th>
<th>Session Format: Seminar 2-hours</th>
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<tr>
<td>Topic Area</td>
<td>Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title</td>
<td>ASD Treatment: CBT, Mental Health Problems &amp; Working With Students Who Are Deemed &quot;Uncooperative&quot;</td>
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<tr>
<td>Presenter(s)</td>
<td>Michelle Garcia Winner, Pamela Crooke</td>
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<tr>
<td>Abstract</td>
<td>The research demonstrates a strong relationship between anxiety/depression and ASD/Social Communication Disorders. We will review mental health concerns, the principals of Cognitive Behavioral Therapy (CBT) and links to practical strategies SLPs can use in their social skills/social thinking treatment - especially when working with uncooperative students.</td>
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<th>Session Code</th>
<th>Date: Thursday, November 17, 2016</th>
<th>Location/Room: CC/Terrace Ballroom IV</th>
<th>Session Format: Seminar 2-hours</th>
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<tr>
<td>Topic Area</td>
<td>Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title</td>
<td>From Requesting to Social Engagement: Evidence-Based Augmented Input Interventions for Minimally-Verbal Learners With Autism</td>
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<tr>
<td>Presenter(s)</td>
<td>Oliver Wendt, Emily Studebaker, Barbara Weber</td>
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<tr>
<td>Abstract</td>
<td>This session will present a comprehensive approach to combining augmented input and social-pragmatic interventions for learners with severe, minimally-verbal autism. By blending behavioral and naturalistic strategies learners move from requesting to acquiring early speech and language and onto enhanced social interactions. Results from single-subject research designs will document intervention outcomes.</td>
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<th>Session Code</th>
<th>Date: Thursday, November 17, 2016</th>
<th>Location/Room: CC/Ballroom B</th>
<th>Session Format: Seminar 2-hours</th>
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<tr>
<td>Topic Area</td>
<td>Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title</td>
<td>Using Applied Improvisation to Develop Social-Communicative Competence in Adolescents With ASD</td>
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<tr>
<td>Presenter(s)</td>
<td>Jim Ansaldo</td>
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<tr>
<td>Abstract</td>
<td>Applied improvisation utilizes practices from theatrical traditions to create supportive and authentic environments for developing social communication skills. Improv treats pragmatic differences in adolescents with ASD, focusing on conversational turn-taking, body language, emotions, voice, eye gaze, etc. Add to your bag of tricks, and get students learning on their feet!</td>
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<tr>
<th>Session Code</th>
<th>Date: Thursday, November 17, 2016</th>
<th>Location/Room: CC/125</th>
<th>Session Format: Seminar 2-hours</th>
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<tr>
<td>Topic Area</td>
<td>Fluency (SLP)</td>
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<tr>
<td>Title</td>
<td>Getting the Word Out on (&amp; Getting Reimbursed for) Your Successful Stuttering Treatment</td>
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<tr>
<td>Presenter(s)</td>
<td>Craig Coleman, Farzan Irani, Jennifer Kleinow, Charles Osborne, Sarah Smits-Bandstra, John Tetnowski</td>
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</table>
## Abstract:
This session is designed to develop a collaborative network between clinicians and researchers to support practice-based evidence. Interactive discussion will focus on the importance of diverse measures of stuttering therapy outcomes and how and when to evaluate treatment outcomes. Collaboration will support the development and dissemination of stuttering treatment outcomes.

### Session Code: 1022
**PDH(s):** 2 Hrs  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/126AB  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Seminar 2-hours  
**Topic Area:** Fluency (SLP)  
**Title:** Preschool Stuttering Therapy: Let’s Get Direct  
**Presenter(s):** J. Scott Yaruss, Nina Reardon-Reeves

### Abstract:
This presentation will provide an overview of treatment approaches for preschool children who stutter. The presenters will outline risk factors, treatment goals and procedures, and strategies for working with parents and teachers. This session is designed to increase SLP confidence and competence in working with young children who stutter.

### Session Code: 1031
**PDH(s):** 2 Hrs  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/117  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Seminar 2-hours  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Social Communication Disorders: Assessment of the Elementary School Child  
**Presenter(s):** Patricia Hamaguchi, Deborah Ross Swain, Stacy Frauwirth

### Abstract:
Many children with language, learning, developmental, and emotional-behavioral disorders have co-occurring deficits in social communication. These difficulties have been difficult to identify and measure using existing assessments. This presentation will focus on the unique assessment needs of this complex population, and will introduce a new, nationally-normed social communication assessment.

### Session Code: 1032
**PDH(s):** 2 Hrs  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/115A  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Seminar 2-hours  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** The New Normal: New Norms for Language Sample Analysis of Children  
**Presenter(s):** Stacey Pavelko, Robert Owens, Valerie Johnson

### Abstract:
Language sampling analysis (LSA) is an integral part of a language evaluation. This presentation will discuss a new method of language sampling and analysis (SUGAR) that can be completed in approximately 30 minutes. Normative data obtained from language samples of over 200 children, ages 3-8 years, will be discussed.
### Abstract
This session is developed by, and presenters invited by, Language and Learning in School-Age Children and Adolescents. SLPs will learn about measures needed to identify children with dyslexia and guidelines for examining test data. Focus will be placed on using appropriate measures to determine if dyslexia is the core deficit in children who struggle with reading and writing, and interpreting test profiles typical of children with dyslexia.

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<th>Session Code: 1034</th>
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<td>PDH(s): 2 Hrs</td>
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<td>Session Format: Seminar 2-hours</td>
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<td>Presenter(s):</td>
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**Abstract:** This presentation will demonstrate a variety of creative and fun therapy ideas using literature, crafts, sound cards, SGM and iPad for intervention with children. Examples and plans to address multiple IEP goals, both language/literacy and articulation, will be demonstrated.

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<th>Session Code: 1035</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 2 Hrs</td>
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<td>Presenter(s):</td>
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**Abstract:** Working memory is the ability to hold information in mind for a short time and manipulate that information for a specific purpose. This presentation addresses working memory models/assessment, working memory and sentence comprehension in children with SLI and provides intervention guidelines for addressing working memory constraints in children.

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<th>Session Code: 1036</th>
<th>Date: Thursday, November 17, 2016</th>
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<tr>
<td>PDH(s): 2 Hrs</td>
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<td>Title:</td>
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<td>Presenter(s):</td>
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**Abstract:** This session is developed by, and presenters invited by, Language Disorders in Adults. The goals of this workshop are to demonstrate how: 1) Computerized Language ANalysis (CLAN) programs can supplement clinical assessment, management, and research; and 2) AphasiaBank Grand Rounds can supplement classroom and clinical teaching.

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<th>Session Code: 1037</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 2 Hrs</td>
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<td>Level/Type:</td>
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<td>Title:</td>
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<td>Presenter(s):</td>
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**Abstract:** Recent legislation and insurance practices impact provision of SLP service to cognitively impaired residents in skilled nursing facilities (SNFs) through requirements for person-centered care, standardized assessments and measures, and overall lower cost. SLPs can lead cognitive programming that allows the SNF to demonstrate cognitively impaired residents' enhanced functioning and performance.

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<th>Session Code: 1038</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 2 Hrs</td>
<td>Location/Room: CC/112AB</td>
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<td>Level/Type:</td>
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<td>Topic Area:</td>
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<td>Title:</td>
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**Abstract:** This session is developed by, and presenters invited by, Language and Learning in School-Age Children and Adolescents. SLPs will learn about measures needed to identify children with dyslexia and guidelines for examining test data. Focus will be placed on using appropriate measures to determine if dyslexia is the core deficit in children who struggle with reading and writing, and interpreting test profiles typical of children with dyslexia.
**Presenter(s):** Lynn Fox, Mary Beth Clark, Jerry Hoepner, Sarah Key-Delrnya, Esther Kim, Andrea Ruelling, Thomas Sather  
**Abstract:** Aphasia camps provide a unique environment that supports communication, participation and relationships. Presenters from three aphasia camps across North America will discuss staffing, funding, curriculum and camp philosophy as well as participant, staff and student outcomes. Content presented is applicable to anyone interested in a camp service delivery model.

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<th>Session Code: 1039</th>
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<td>PDH(s): 2 Hrs</td>
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<td>Level/Type:</td>
<td>Session Format: Seminar 2-hours</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Verbal Short-Term Memory Breakdown in Aphasia: Theory, Diagnosis &amp; Treatment</td>
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<tr>
<td>Presenter(s):</td>
<td>Irene Minkina, Christos Salis, Nadine Martin</td>
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<tr>
<td>Abstract:</td>
<td>Individuals with aphasia almost always present with concurrent verbal short-term memory impairments. This presentation will describe how an interactive activation model accounts for the relationship between language and verbal short-term memory in aphasia, discuss relevant empirical research, and describe existing assessments and treatments for verbal short-term memory impairments in aphasia.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Children Born Preterm: Understanding Who They Are &amp; the Early Intervention Services They Need</td>
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<tr>
<td>Presenter(s):</td>
<td>Caitlin Imgrund, Stephanie Knollhoff</td>
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<tr>
<td>Abstract:</td>
<td>Children born preterm are at increased risk for adverse developmental outcomes. In this seminar, an overview of preterm birth, medical comorbidities, and therapeutic services for language and feeding will be presented. Presenters will focus on identifying the intervention needs of children born preterm entitled to services under Part-C of IDEA.</td>
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<th>Session Code: 1041</th>
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<tr>
<td>Title:</td>
<td>Early Language Delay: Identification, Characteristics, &amp; Outcomes</td>
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<tr>
<td>Presenter(s):</td>
<td>Leslie Rescorla</td>
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<tr>
<td>Abstract:</td>
<td>This session is developed by, and presenters invited by, Language in Infants, Toddlers, and Preschoolers. Use of the Language Development Survey (LDS) to identify late-talking toddlers and the differential diagnosis process for subgroups of late talkers with vocabulary delays will be described. Then, characteristics and outcomes of late talkers and comparison peers with typical language from 24-to-31 months to age 17 will be summarized.</td>
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<th>Session Code: 1042</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 2 Hrs</td>
<td>Location/Room: CC/116</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Providing Media Mentorship to Caregivers of Infants &amp; Toddlers</td>
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<tr>
<td>Presenter(s):</td>
<td>Stacey Landberg</td>
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<tr>
<td>Abstract:</td>
<td>Screen-time during the first 3 years of life is certainly not ideal, but it is also practically unavoidable in 2016. Learn how to positively impact caregivers' behaviors, choices, and beliefs about media. Current and emerging research is discussed. Demonstrations feature proven strategies for helping young children learn-to-learn from 2D media.</td>
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<th>Session Code: 1043</th>
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<tr>
<td>Level/Type: Advanced/Professional Educa</td>
<td>Session Format: Seminar 2-hours</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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</table>
Title: Scaling Up Evidence-Based Literacy Practices: Moving Beyond Pockets of Excellence  
Presenter(s): Barbara Ehren, Mary Mitchell, Joanna H. Spielvogel  
Abstract: This session is developed by, and presenters invited by, Literacy Assessment and Intervention. Scale up, also called implementation science, is a critical focus for literacy work with children and adolescents. This session will draw on the research base in healthcare, business and education to provide practical suggestions to school-based SLPs, district and state leaders, university instructors and researchers in bridging the research-to-practice gap.

Session Code: 1044  
Date: Thursday, November 17, 2016  
Location/Room: CC/Terrace Ballroom III  
Session Format: Seminar 2-hours  
Level/Type: Intermediate/Professional Education  
Topic Area: Motor Speech Disorders (SLP)  
Title: Bilingual Sentence Processing: Performance Within & Across Languages  
Presenter(s): Yasmeen Shah, Ran Li, Lisa Milman, Mariah Pranger, Tierney Evans, Eve Higby, Valerie Shafer, Eva Fernández, Loraine Obler, Katherine Garnier, Margarita Kaushanskaya, Carrie Jackson, Abigail Massaro, Holger Hopp, Tracy Love, Henrike Blumenfeld  
Abstract: Bilingual and monolingual sentence processing may differ because of bilinguals’ lower exposure per language and cross-linguistic interactions. Five presentations examine these phenomena, showing that monolingual-bilingual differences vary across lexical-class and discourse measures and that learning of novel L2 structures influences L1 processing, while other aspects of sentence processing are language-specific.

Session Code: 1045  
Date: Thursday, November 17, 2016  
Location/Room: CC/103A  
Session Format: Seminar 2-hours  
Level/Type: Intermediate/Research Submission  
Topic Area: Speech and Language Science (SLP)  
Title: Motor Speech Assessment Tools: Outcomes & Efficacy Data  
Presenter(s): Julie Liss, Visar Berisha, Edythe Strand, Kathryn Yorkston  
Abstract: This session is developed by, and presenters invited by, Motor Speech Disorders. This session discusses current tools for assessment of motor speech disorders in adults and children. Topics include an automated tool for the objective evaluation of dysarthria; the Apraxia of Speech Rating Scale (ASRS); the Dynamic Assessment of Children with Severe Speech Sound (DEMSS); and the Communicative Participation Item Bank (CPIB).

Session Code: 1047  
Date: Thursday, November 17, 2016  
Location/Room: Marriott/Salon G  
Session Format: Seminar 2-hours  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Ask the Experts: Effects of Tracheostomy on Swallowing, Respiration & Communication  
Presenter(s): Kristin King, Carmin Bartow, Roxann Diez Gross, Marta Kazandjian  
Abstract: This session allows SLPs to interact with experts for working with patients with tracheostomy. This specially designed session provides current research and treatment strategies, case studies, and an extensive question/answer opportunity, so SLPs can “ask the experts.” Ask questions about what you’ve always wanted to know.

Session Code: 1048  
Date: Thursday, November 17, 2016  
Location/Room: Marriott/Salon F  
Session Format: Seminar 2-hours  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Cardiac & Gastrointestinal Congenital Defects: From Survival to Feeding  
Presenter(s): Maureen Lefton-Greif, Joan Arvedson  
Abstract: SLPs are frequently involved in the evaluation and treatment of children presenting with complex and high-risk conditions. Surgical procedures have increased survival rates for infants with congenital cardiac and gastrointestinal defects. This session will review these conditions and provide cases to illustrate decision-making for functional feeding goals.
### Session Code: 1050
**PDH(s):** 2 Hrs  
**Location/Room:** CC/114  
**Level/Type:** Intermediate/Professional Education  
**Theme:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Dysphagia Education: Opportunities to Prepare Future Leaders  
**Presenter(s):** Kim Corbin-Lewis, James Coyle, Memorie Gosa, Mikael Kimelman, John Rosenbek, Marie Severson, Nancy Swigert  
**Abstract:** This session is developed by, and presenters invited by, Swallowing and Swallowing Disorders. This session brings together the perspectives of seasoned and new practitioners, academicians, and the ASHA Council on Academic Accreditation. Experts discuss current pedagogical approaches in dysphagia graduate education, including what is working well, areas where we can expand, and ways we can address challenges to prepare graduates for clinical practice.

### Session Code: 1054
**PDH(s):** 2 Hrs  
**Location/Room:** Marriott/Salon H  
**Level/Type:** Intermediate/Research Submission  
**Theme:** Voice and Alaryngeal Communication (SLP)  
**Title:** Using MDTP to Rehabilitate Severe, Chronic & Treatment-Refractory Dysphagia: A Review of Multiple Complex Cases  
**Presenter(s):** Lisa LaGorio, Giselle Carnaby, Michael Crary  
**Abstract:** Some patients with chronic dysphagia “fail” traditional rehabilitation therapies (compensations, diet modifications, exercises); but, improve utilizing the MDTP approach. This seminar presents the decision making, therapy course, and challenges observed while treating patients with severe, chronic, and previously treatment-refractory dysphagia using MDTP. Note—This is not an MDTP training/certification seminar.

### Session Code: 1061
**PDH(s):** 1 Hrs  
**Location/Room:** CC/124  
**Level/Type:** Intermediate/Research Submission  
**Theme:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** About a Boy, AAC & Grown Ups: A Mixed Methods Study of Teaming & Teaching  
**Presenter(s):** Melinda Snodgrass, Hedda Meadan, Kayla Jordan, Eve Zumwalt, Paige Smiles, Lauren De Vries  
**Abstract:** We present the results of a mixed methods study examining the effectiveness of a supports package for an augmentative and alternative communication (AAC) team that included school staff and family. We mixed case study and single-case methodologies to examine the team’s functioning, instructional competence, and the child’s communication.

### Session Code: 1062
**PDH(s):** 1 Hrs  
**Location/Room:** CC/203B  
**Level/Type:** Intermediate/Professional Education  
**Theme:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Celebrating 30 Years of the NJC: Empowering Individuals With Severe Disabilities, Families & Stakeholders  
**Presenter(s):** Billy Ogletree, Nancy Brady, Susan Bruce, Karen Erickson, Amy Goldman, Beth Mineo, Diane Paul, MaryAnn Romski, Judie Schoonover, Rose Sevck, Ellin Siegel, Lorraine Sylvester, Mari Therrien, Krista Wilkinson  
**Abstract:** This session is developed by, and presenters invited by, Voice and Alaryngeal Communication. Current results will be presented for a comprehensive multidisciplinary research program that focuses on attaining a better understanding of the etiology and pathophysiology of hyperfunctional voice disorders—the ultimate goal is to improve the prevention, diagnosis, and treatment of these conditions. Clinical implications and future research directions will be discussed.
Abstract: The National Joint Committee for the Communication Needs of Persons with Severe Disabilities (NJC) celebrates its 30th birthday in 2016. A panel of current and former members will review the committee’s history and discuss five current projects. Attendees will learn about NJC products, services, and collaborative opportunities.

Session Code: 1064
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)
Title: Leading in Silence: 20th Annual Edwin & Esther Prentke AAC Distinguished Lecture
Presenter(s): Martin Pistorius
Abstract: Sponsored by Prentke Romich Company, this session is developed by, and presenters invited by, SIG 12: Augmentative and Alternative Communication. Leadership plays an important role in everyday life, perhaps even more so for a person who relies on AAC. Leadership encompasses more than words. In my presentation I will discuss how my experiences have taught me to be a strong leader – leading with dignity, integrity and a strong voice.

Session Code: 1065
PDH(s): 1 Hrs
Level/Type: Introductory/Research Submission
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)
Title: Use of a High-Technology VSD Interface: The Impact of Treatment
Presenter(s): Aimee Dietz, Narae Hyun, Leah Baccus, Milon Volk, Jennifer Vannest
Abstract: Over the past decade, evidence has emerged validating the effectiveness of personalized visual scene displays (VSD) interfaces for people with aphasia. The purpose of this presentation is to summarize an AAC intervention designed to help people with aphasia maximize the use of high-technology VSDs during a narrative retell.

Session Code: 1066
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)
Title: When Is Looking Simply Looking & Eye-Pointing Really Eye-Pointing in Children With Complex Physical Disabilities?
Presenter(s): Michael Clarke, Amie Woghiren, Jenefer Sargent, Rosie Cooper, Laura Croucher, Gurveen Panesar, Katie Price, Tom Griffiths, John Swettenham
Abstract: There is often no agreement between clinicians about looking behaviors that constitute genuine eye-pointing in non-speaking children with severe physical disabilities. Drawing on typical development of functional vision and social cognition, this paper will present a new simple framework for describing eye-pointing and its associated skills.

Session Code: 1067
PDH(s): 1 Hrs
Level/Type: Introductory/Professional Education
Topic Area: Autism Spectrum Disorders (SLP)
Title: "But He's Talking!": Use of AAC for Emerging Verbal Communicators With ASD
Presenter(s): Ranita Anderson, Katharine Bouser
Abstract: This presentation will introduce functional methods to incorporate AAC into treatment for emerging verbal communicators with ASD. Emphasis will be placed on strategies to elicit expanded utterances, encourage initiation, and develop use of language functions beyond requesting. The presenters will discuss techniques to reduce stereotyped speech, including echolalia and scripting.

Session Code: 1068
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Autism Spectrum Disorders (SLP)
### Are You Afraid of the "A" Word? Owning Our Responsibility to Screen for Autism

**Presenter(s):** Fran Barabell

**Abstract:** Speech Pathologists are uniquely qualified as one of the first professionals to screen babies/toddlers at risk for Autism. Yet there is hesitation, confusion, and fear on what to do with the information. Learn critical strategies for navigating the barriers to early screening and referral for Autism.

**Session Code:** 1069  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)

**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Ballroom A  
**Session Format:** Seminar 1-hour

### Language & Communication in Fragile X Syndrome & the Fragile X Premutation

**Presenter(s):** Jessica Klusek, Gary Martin, Molly Losh

**Abstract:** Fragile X syndrome is the most common known genetic cause of autism spectrum disorder. This seminar will discuss the communication profile of fragile X, with an emphasis on the impact of co-occurring ASD and comparison with idiopathic ASD. The language profile of the fragile X premutation will also be discussed.

**Session Code:** 1070  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)

**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/113A  
**Session Format:** Seminar 1-hour

### Silence at the Disco: Longitudinal Study of Students With Cochlear Implants & Autism

**Presenter(s):** ToniAnn Gambella

**Abstract:** This presentation explores how children with special needs who have been implanted learn in the classroom and the community utilizing the DIR®/Floortime™ methodology. Through discussion and a case study that includes video we will explore what it means to follow a child’s lead and learn through relationships.

**Session Code:** 1076  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)

**Date:** Thursday, November 17, 2016  
**Location/Room:** Marriott/Salon AB  
**Session Format:** Seminar 1-hour

### Let’s Get Digital: Exploring Apps to Motivate Children Who Stutter as They Grow as Communicators

**Presenter(s):** Erik X. Raj, J. Scott Yaruss

**Abstract:** Speech-language pathologists are beginning to utilize iPad apps to motivate and teach clients. School-aged students who stutter could benefit from certain personalized iPad apps that allow for stuttering-related thoughts and feelings to be explored. This presentation highlights and demonstrates the use of selected iPad apps with school-aged students who stutter.

**Session Code:** 1080  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Fluency (SLP)

**Date:** Thursday, November 17, 2016  
**Location/Room:** Marriott/Liberty Ballroom  
**Session Format:** Seminar 1-hour

### AAC Therapy in the Upper Grades: Aligning Activities With Evidence-Based Intervention Strategies

**Session Code:** 1088  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/116  
**Session Format:** Seminar 1-hour
### Session Code: 1089
**PDH(s):** 1 Hrs  **Date:** Thursday, November 17, 2016  **Location/Room:** CC/118AB  **Level/Type:** Intermediate/Professional Education  **Session Format:** Seminar 1-hour  **Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  **Title:** Clinical & Instructional Partners: SLPs as Leaders in Language & Literacy Practices Within Schools  **Presenter(s):** Lisa Hiley, Debbie Godsen DePalma, Lindsey Massenzio, Nicole Johnson  **Abstract:** School-based SLPs play critical roles through instructional and curriculum-relevant contributions, inter-disciplinary professional development and direct clinical practice that support students’ language and literacy development. This presentation outlines a partnership perspective as the foundation for clinical and instructional activities and provides resources, evidence and planning frameworks for clinical and instructional partnerships.

### Session Code: 1090
**PDH(s):** 1 Hrs  **Date:** Thursday, November 17, 2016  **Location/Room:** CC/114  **Level/Type:** Intermediate/Professional Education  **Session Format:** Seminar 1-hour  **Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  **Title:** Socially Savvy at School  **Presenter(s):** Angela Joy Neal  **Abstract:** Socially Savvy at School will share insights on the unique challenges of assessment, eligibility and treatment in the school setting for SLPs serving students with social language impairments. The focus of this workshop will be on practical information that can be taken back and implemented immediately.

### Session Code: 1091
**PDH(s):** 1 Hrs  **Date:** Thursday, November 17, 2016  **Location/Room:** CC/115C  **Level/Type:** Introductory/Professional Education  **Session Format:** Seminar 1-hour  **Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  **Title:** Using Language Sample Analysis to Assess Monolinguals & English Learners: Selecting Appropriate Comparison Data  **Presenter(s):** Raúl Rojas, Aquiles Iglesias, Jon Miller  **Abstract:** Large-scale, reference databases built into SALT 16 software contain narrative samples from monolingual English, monolingual Spanish, and bilingual EL students in both Spanish and English. These four reference databases are compared in the context of clinical case studies to address the clinical implications of comparing performance to appropriate reference samples.

### Session Code: 1092
**PDH(s):** 1 Hrs  **Date:** Thursday, November 17, 2016  **Location/Room:** CC/105AB  **Level/Type:** Intermediate/Professional Education  **Session Format:** Seminar 1-hour  **Topic Area:** Language Disorders in Adults (SLP)  **Title:** An Introduction to Supported Conversation for Adults With Aphasia (SCA): Methods & Applications  **Presenter(s):** Elyse Shumway, Catherine Low, Aura Kagan, Rochelle Cohen-Schneider  **Abstract:** This presentation will provide the rationale and conceptual framework for SCA. Methods, resources, and related measurement tools will be described and illustrated with video clips. Applications will focus on the use of SCA for patient education about aphasia and other healthcare topics.

### Session Code: 1093
**PDH(s):** 1 Hrs  **Date:** Thursday, November 17, 2016  **Location/Room:** CC/107AB  **Level/Type:** Intermediate/Professional Education  **Session Format:** Seminar 1-hour  **Topic Area:** Language Disorders in Adults (SLP)
### Title: PAINT Expressions: Effects of Art on Cognition, Communication & Quality of Life for Dementia

**Presenter(s):** Tertia Jeppson, Jamie Mayer, Megan Gardner

**Abstract:** Interventions involving the creative arts have been shown to benefit individuals with dementia; however, few widely used outcome measures exist for this purpose. Therefore, we examined cognition, communication, and quality of life indicators in a prospective study design involving a communication-based arts program.

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### Title: Evidence-Based Early Communication Intervention in High-Risk Neighborhoods

**Presenter(s):** Rebecca Alper, Rufan Luo, Amy Pace, Kathy Hirsh-Pasek, JoAnne Fischer, Marjie Mogul, Lauren Adamson, Roger Bakeman, Roberta Golinkoff, Margaret Owen, Sarah Paterson, Lillian Masek, Joselina Tejada

**Abstract:** High-quality early language input is essential for communication development, but early language interventions often focus more on the quantity of language input rather than the quality. This session describes a community-based early intervention designed to improve the quality of caregiver-child language interactions with children 0-3 in at-risk neighborhoods.

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### Title: Laying the Groundwork for Vocabulary Growth

**Presenter(s):** Meredith Rowe

**Abstract:** This session is developed by, and presenters invited by, Language in Infants, Toddlers, and Preschoolers. In this talk I highlight key findings from research on predictors and consequences of early vocabulary development. I will discuss: 1) the importance of vocabulary for academic success, 2) the specific contexts and features of caregiver-child interactions that promote vocabulary learning, and 3) interventions or practices that improve vocabulary skill.

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### Title: Lessons from the Crib: What’s New in Language Development?

**Presenter(s):** Roberta Golinkoff

**Abstract:** This session is developed by, and presenters invited by, SIG 1: Language Learning and Education. It is remarkable that children learn language. Embedded as it is in social interaction and an ever-changing world, infants must segment the world and the language stream before they can map words onto concepts. This talk highlights new findings in our understanding of this process as well as new assessments.

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### Title: Outcomes of Toddlers Receiving Outpatient SLP Treatment

**Presenter(s):** Tonia Davis, Stephen Camarata

**Abstract:** One-year outcomes of 250 children first seen for SLP evaluation between 18-30 months in an outpatient clinic are examined using medical chart review. The following predictor variables are considered: receptive language, family income, medical history, and attendance. 58 children from non-English speaking homes are examined separately.

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### Assessing & Diagnosing Written Language Disorders Using Evidence-Based Approaches

**Presenter(s):** Karen Fallon, Lauren Katz  
**Abstract:** Diagnoses of written language disorders cannot be made without comprehensive assessments of both written and spoken language skills. We will present evidence-based practices for approaching language assessment, and we will use case studies to consider patterns of performance that allow for differential diagnosis of reading and writing disorders, including dyslexia.

**Session Code:** 1099  
**Location/Room:** CC/112AB  
**Date:** Thursday, November 17, 2016  
**PDH(s):** 1 Hrs

### The Impact of Artificial Intelligence on Writing for Students With Language-Based Learning Differences

**Presenter(s):** Paul Edelblut, Pamela Greenblatt  
**Abstract:** Literacy definitions include both reading and writing proficiency yet writing is often relegated to a secondary priority. In this session we will see how Artificial Intelligence is being trained to identify language based learning differences and used to improve the quality of instruction for identified students elevating writing’s value.

**Session Code:** 1100  
**Location/Room:** CC/115A  
**Date:** Thursday, November 17, 2016  
**PDH(s):** 1 Hrs

### Building a Group Maintenance Therapy Program for Adults With Parkinson’s: Yes, You Can!

**Presenter(s):** Jennifer Cody, Rebecca Bowen, Debra Drysdale, Doreen Nicholas, Nancy Ryman, Christina Santos  
**Abstract:** Group maintenance therapy can be a viable part of your adult practice and can offer unique opportunities for patients. Learn strategies for successful implementation of a group maintenance program to help patients with Parkinson’s and similar disorders from a panel of clinicians working in a variety of practice settings.

**Session Code:** 1101  
**Location/Room:** CC/119B  
**Date:** Thursday, November 17, 2016  
**PDH(s):** 1 Hrs

### Transitioning From GFTA-2 to GFTA-3: Interpreting & Sharing Test Results With Stakeholders

**Presenter(s):** Nancy Castilleja, Chien Wang  
**Abstract:** GFTA-2/GFTA-3 scores may differ significantly, especially with children exhibiting certain error patterns. GFTA-3 research data showing age of emergence vs. mastery of speech sounds, combined with test scores, provide clinicians with data needed to make appropriate interpretations of test results and convey results in a meaningful way to stakeholders.

**Session Code:** 1102  
**Location/Room:** Marriott/Salon G  
**Date:** Thursday, November 17, 2016  
**PDH(s):** 1 Hrs

### Developing a Comprehensive Dysphagia Program for Patients With Cognitive Impairment

**Presenter(s):** Carren Mills, Ellen Hamby  
**Abstract:** Patients who have dysphagia with concomitant cognitive impairment require additional considerations for both the assessment and treatment protocols. Components of a comprehensive assessment and treatment program will be presented, and review of a “basic” or “most challenging” case/s will be shared. Resources for caregiver education will also be provided.

**Session Code:** 1103  
**Location/Room:** Marriott/Salon H  
**Date:** Thursday, November 17, 2016  
**PDH(s):** 1 Hrs
### Topic Area: Swallowing and Swallowing Disorders (SLP)

#### Title: DIGEST: Introduction to a Novel Modified Barium Swallow Grading Tool

**Presenter(s):** Katherine Hutcheson, Jan Lewin, Jodi Knott, Denise Barringer

**Abstract:** The authors will describe a novel tool ("DIGEST") for grading the MBS study. DIGEST was developed in the H&N cancer population. DIGEST provides a summary grade of swallow safety and efficiency that aligns with NCI framework of grading cancer toxicities. We will review the development, scoring, and implementation of DIGEST.

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#### Topic Area: Swallowing and Swallowing Disorders (SLP)

#### Title: Head & Neck Cancer Multidisciplinary Dysphagia Rounds: A Panel Discussion With Experts

**Presenter(s):** Meryl Kaufman, Denise Barringer, Jonathan Beitler, Cesar Ruiz, Natasha Mirza

**Abstract:** This presentation is an interactive panel discussion to promote questions, answers, and conversation with members of the multidisciplinary head and neck cancer team. The panel will include an Otolaryngologist, a Radiation Oncologist, and a Speech Pathologist. Multidisciplinary program development and a team approach to treatment and recovery will be addressed.

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#### Topic Area: Swallowing and Swallowing Disorders (SLP)

#### Title: Impact of Speech-Language Pathology Consults on Patients With Pneumonia in an Acute Care Hospital Setting

**Presenter(s):** Christopher Bolinger, James Dembowski, Jennifer Hanners Gutierrez

**Abstract:** A retrospective study of over 1400 hospital records examined the relationship of SLP consults for dysphagia to medical outcomes in pneumonia patients in an acute care setting. Results showed significant differences in length of stay and morbidity. Results are related to potential impact on hospital policies and protocols.

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#### Topic Area: Swallowing and Swallowing Disorders (SLP)

#### Title: The BELT (Bacteria Elimination using Laser Therapy) Program for Oral Care

**Presenter(s):** Judith Macias-Harris, Scott Hainz

**Abstract:** The BELT Program for Oral Care proposes using The Simplified Oral Hygiene Index (OHI-S), a 450-470 nm cold, low level laser, and SLP documentation, as an effective oral care protocol and treatment method. The benefits, precautions, and contraindications of using the BELT Program for Oral Care will also be discussed.

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#### Topic Area: Voice and Alaryngeal Communication (SLP)

#### Title: Head & Neck Cancer: A Primer for Speech Pathologists

**Presenter(s):** Jan Lewin

**Abstract:** This session offers a comprehensive primer for head and neck cancer including tumor characteristics and classification, risk factors, treatment regimens and toxicities, and translates information to clinical speech pathology practice. Associated best practice service models from MD Anderson Cancer Center for speech and swallowing rehabilitation will be shared.

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## Title: To Fry or Not to Fry? No, That Isn’t a Question

**Presenter(s):** Carol Tolejano  
**Abstract:** Glottal fry and uptalk are styles of talking that have recently received a lot of media attention. This presentation will discuss their physiologic, linguistic, and cultural underpinnings, review the available literature on their association with vocal health, and provide perspectives for understanding their use by your clients.

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## Title: Effects of Stability of Icon Location on SGD-Based Labeling in Typical Children

**Presenter(s):** Moises Meneses, Carolina Reyes, Kemi Siobal, Elena Dukhovny  
**Abstract:** SGD displays can present introductory vocabulary via large-icon grids that fill a whole screen or via small-icon grids with most icons hidden. With the latter approach, icon location is maintained as new vocabulary is introduced. This study compares the effectiveness of these strategies in SGD-based word labeling by typical children.

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<td>Communication (AAC) (SLP)</td>
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<td>Enhancing Language in Autism:</td>
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<td>A Visually Immersive Developmental</td>
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<td>Presenter(s):</td>
<td>Howard Shane, Ralf Schlosser,</td>
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<td></td>
<td>Christina Yu, Amanda O'Brien,</td>
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<td>Anna Allen, Jennifer Abramson,</td>
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<td>Suzanne Flynn</td>
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<td>Abstract:</td>
<td>Despite research supporting the</td>
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<td>impact of visuals in enhancing</td>
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<td>communication, learning, and</td>
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<td>behaviors in autism, no</td>
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<td>comprehensive system in which</td>
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<td>using a visual approach currently</td>
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<td>exists. This discussion offers</td>
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<td>framework based on the Visual</td>
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## Title: Meaning-Making in AAC Intervention: Participation & Engagement

**Presenter(s):** Erna Alant  
**Abstract:** This presentation highlights meaning-making in AAC interactions by describing engagement and participation as essential components of the process. Cognitive as well as affective aspects of engagement will be described and illustrated by using video material of interactions between AAC users and typical communicators. Guidelines for intervention will be provided.

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<td>Title:</td>
<td>Meaning-Making in AAC Intervention:</td>
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<td>Participation &amp; Engagement</td>
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<tr>
<td>Presenter(s):</td>
<td>Erna Alant</td>
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## Title: Autism Spectrum Disorders (SLP)

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<th>Session Code: 1118</th>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area:</td>
<td>Autism Spectrum Disorders (SLP)</td>
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</table>
Title: Teaching the Art of Social Conversation to Adolescents With Autism Through Peer Mediation
Presenter(s): Linda Bambara, Christine Cole
Abstract: High school can be a lonely place for students with autism, where conversation is the primary medium for peer interaction. We describe and illustrate through video examples, effective peer-mediated strategies for improving social conversation based on our research. Research outcomes and implementation strategies for SLPs will be shared.

Session Code: 1119  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Autism Spectrum Disorders (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/Ballroom B  
Session Format: Seminar 1-hour

Title: The PLAY Project: An Evidence-Based Early Intervention Program for Children With Autism Spectrum Disorders
Presenter(s): Sheryl Rosin
Abstract: Learn to use evidence-based early intervention play methods, techniques and activities to achieve increased socialization and communication outcomes in children with ASD. Treatment effects also reduce sensory challenges and negative behaviors. Play intervention is practical and sufficient for everyday use and supports children's growth and development.

Session Code: 1122  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Research Submission  
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/118C  
Session Format: Seminar 1-hour

Title: How Can MRI Inform Clinical Decisions in Cleft Palate Care: Current & Future Developments
Presenter(s): Jamie Perry, Lakshmi Kollara
Abstract: The purpose of this seminar is to describe the use of MRI in understanding velopharyngeal structure and function. We will explain the process of obtaining an MR image and reading the image to make clinical conclusions. Lastly, we will discuss the future of MRI in cleft care.

Session Code: 1125  
PDH(s): 1 Hrs  
Level/Type: Advanced/Research Submission  
Topic Area: Fluency (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: Marriott/Liberty Ballroom  
Session Format: Seminar 1-hour

Title: Aspects of Attention in Developmental Stuttering
Presenter(s): Julie Anderson, Stacy Wagovich
Abstract: Sustained and selective attention were examined in preschool children who do and do not stutter, with accuracy, types of errors, and speed as main dependent variables. Tasks targeted children’s ability to maintain and focus attention in the presence and absence of verbal demands. Funding Source: NIH grant [R01DC012517]).

Session Code: 1136  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/115C  
Session Format: Seminar 1-hour

Title: Align Therapy to the Curriculum to Reduce Planning Time & Increase Outcomes
Presenter(s): Scott Prath
Abstract: This presentation highlights research and shares results of a multi-year effort that improved therapeutic outcomes and reduced planning by tailoring Preschool and General Education curriculum to meet communication objectives. New skills were more easily acquired because of increased exposure to academic topics and from choosing topics relevant to student needs.

Session Code: 1137  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/113A  
Session Format: Seminar 1-hour

Title: Caregiver Perceptions of Diagnostic Labels Applied to Their Children With Language/Reading Impairments
Presenter(s): Karmen Porter, Andrea Ash, Sean Redmond, Janna Oetting

Abstract: We analyzed caregivers’ perceptions of their children’s language and/or reading impairment. Data involved interviews with 22 families across two studies. Caregivers were pleased with information SLPs shared about their child’s functioning and treatment, but often felt like their child’s disorder was unnamed and difficult to understand.

Session Code: 1138
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Integrating Parents With Technology to Foster Reciprocal Communication
Presenter(s): Kirsten Schwarz, Esther McVoy

Abstract: Narration has been way over done, what happened to reciprocity? Parents read to children and talk at them using one way communication: Asking Questions “What is this?” “What color is that?” Let’s integrate parents with technology to bring back reciprocal communication within everyday life for all ages. “Can we talk?”

Session Code: 1139
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Invisible Obstacles: Language Disorders in Older Children & Adolescents
Presenter(s): Karolyn Mirasol, Virginia Jagla, Jennifer Knapp, Kenneth Grizzle, Mark Simms

Abstract: Identification of the existence and impact of language learning disabilities (LLDs) in older students is limited. The purpose of the multidisciplinary, educational video that you will be watching (and taking home with you) is to increase awareness and educate the public about the invisible obstacles students with LLDs face.

Session Code: 1140
PDH(s): 1 Hrs
Level/Type: Introductory/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Mismatch Between Language Used in Juvenile Criminal Justice System & the Language Ability of Juveniles
Presenter(s): Tammie Spaulding, Denise Van der Voort

Abstract: The legal jargon used within the US legal system is difficult for most juveniles to comprehend. This difficulty is likely exacerbated for children with language impairments, who are over-represented in the juvenile justice system. We will discuss our work addressing this with juvenile justice stakeholders within the state of Connecticut.

Session Code: 1141
PDH(s): 1 Hrs
Level/Type: Introductory/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Practical Tips to Manage Your Pre-K Through Fifth-Grade Caseload: How to Maintain Your Sanity
Presenter(s): Felice Clark, Rachel Nortz

Abstract: Overwhelmed and lacking creativity? This seminar will provide the school-based SLP with tips and tricks to help navigate the seemingly impossible task of caseload management in schools. The SLP improve overall therapy practice using evidence based practice, theme based therapy and utilization of creative products from Teachers Pay Teachers.

Session Code: 1142
PDH(s): 1 Hrs
Level/Type: Advanced/Professional Education
Topic Area: Language Disorders in Adults (SLP)
Title: Assessment & Treatment of Cognitive & Communication Disorders: What Can Cognitive Ethnography Teach Us?
Presenter(s): Brent Archer, Nicole Müller
## Abstract
This seminar introduces principles of cognitive ethnography that can be applied in speech-language pathology, namely: 1) communication and cognition are interlinked processes, 2) cognition does not reside in individual brains, but is distributed across individuals and resources 3) Evaluation and intervention should be grounded in the real-world challenges of daily life.

### Session Code: 1143  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Best Practice Recommendations for Aphasia Rehabilitation  
**Presenter(s):** Linda Worrall, Nina Simmons Mackie  
**Abstract:** Four sets of best practice statements will be presented and compared: ASHA Evidence Maps, Aphasia United Top 10 Best Practice Recommendations, the Australian Best Practice Statements and the results of an updated systematic review of high quality international stroke and aphasia clinical guidelines.

### Session Code: 1144  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Emergent Literacy & Language Development Through Making Picture Books in Preschool Classrooms  
**Presenter(s):** Rochel Lazewnik, Nancy Creaghhead, Shainy Schloss, Kayla Shaw  
**Abstract:** Development of preschool children’s writing will be reviewed and a book-making program to support language/literacy development will be described. Language and literacy strategies, as well as collaboration opportunities between SLPs and educators through book making, will be discussed using the results from recent studies and the current study.

### Session Code: 1145  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Literacy Assessment and Intervention (SLP)  
**Title:** Literacy Intervention 2.0: Enhance Reading & Writing Through Technology  
**Presenter(s):** Julia Csillag  
**Abstract:** Learn to combine best practices of technology integration with best practices in teaching students with language-based difficulties to read and write effectively. Attendees will gain hands-on experience using free built-in tools, apps, sites, and extensions (from Apple to Google) to differentiate their reading and writing instruction, and help all students.

### Session Code: 1146  
**PDH(s):** 1 Hrs  
**Level/Type:** Advanced/Professional Education  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Recent Advances in Imaging Studies of Brain Organization for Language  
**Presenter(s):** Deniz Erol, Taryn Malcolm, Marta Korytkowska, Aviva Lerman, Iris Strangmann, Tatiana Talavera, Loraine Obler  
**Abstract:** Classical models of how language is represented in the brain make incorrect predictions about common deficit-lesion patterns in aphasia. Recent fMRI studies provide a breakthrough in describing specific networks of anatomical regions involved in 1) prelexical processing, 2) word comprehension, 3) sentence comprehension, and 4) word retrieval and articulation.

### Session Code: 1147  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Some Children NEED Phonology!  
**Presenter(s):** Linda Khan
**Abstract:** This session is developed by, and presenters invited by, SIG 16: School-Based Issues and Speech Sound Disorders in Children. Some children need phonology! This session offers practical ways to design effective, efficient, child-centered phonological intervention. Core phonological processes will be reviewed; then, case study assessment results will be used to develop initial therapy targets, perhaps the most important step. Five therapy approaches using these targets will be demonstrated.

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<td>PDH(s): 1 Hrs</td>
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<tr>
<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>An Evidence-Based Protocol to Maximize Functional Swallowing Outcomes After Transoral Robotic Surgery</td>
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<tr>
<td>Presenter(s):</td>
<td>Holly Hess, David Shonka</td>
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<td>Abstract:</td>
<td>Transoral robotic surgery (TORS) is often utilized for the treatment of oropharyngeal (OP) and supraglottic (SG) squamous cell carcinoma (SCCA). This session will describe TORS, review current data on functional outcomes, and discuss the early implementation of rehabilitation protocols to optimize swallow function following TORS for OP and SG SCCA</td>
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<td>Swallowing and Swallowing Disorders (SLP)</td>
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<td>Title:</td>
<td>Are We There Yet? Standardizing Dysphagia Management in Parkinson's Disease</td>
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<td>Presenter(s):</td>
<td>Erin Knoepfel, Susan Dunkley, Jennifer Culp</td>
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<td>Abstract:</td>
<td>Given all of the evidence that is available to clinicians what does practice really look like? Are we using the evidence to standardize practice? This presentation will focus on examining the practice of 2 different clinicians addressing the needs of patients with Parkinson’s disease and Dysphagia.</td>
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<td>Swallowing and Swallowing Disorders (SLP)</td>
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<td>Title:</td>
<td>CCC-SLP, CLC: How Lactation Counseling Can Improve Your Practice</td>
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<td>Presenter(s):</td>
<td>Melanie VanNoy</td>
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<td>Abstract:</td>
<td>A SLP working in pediatrics must be knowledgeable about current EBP surrounding breastfeeding and breast milk. To be effective in assessment &amp; treatment of this population, a therapist should be able to educate families regarding strategies and research behind human milk making to make the best decision for their child’s health.</td>
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<td>Swallowing and Swallowing Disorders (SLP)</td>
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<td>Title:</td>
<td>Developing an Interdisciplinary Feeding Team in a Rural Setting: Creative Approaches Including Telepractice Support</td>
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<td>Presenter(s):</td>
<td>Jean Ashland, Hannah Holland, Moriah Grant, Marcy Kyle, Joseph Anderson</td>
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<tr>
<td>Abstract:</td>
<td>Establishing an interdisciplinary feeding team in rural areas can be challenging. Creative approaches will be discussed, including use of telepractice for remote team members, initial family intake, and follow up treatment services. How personalized service can be offered as part of the ‘community team’.</td>
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<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>My Low Level Patient Can’t Tolerate Traditional EBP Techniques! What Are Effective Techniques?</td>
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<td>Presenter(s):</td>
<td>Michelle Dehgan, Lisa Milliken</td>
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Abstract: We often see patients with complex medical conditions who are unable to tolerate our traditional EBP techniques. Areas to be discussed include: clinical presentation of the patient, case studies, current research, the influence of cognition, pulmonary factors, instrumental assessment, and possible treatment options.

Session Code: 1153  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Use of Various Tools for Interpretation of the Videofluoroscopic Swallowing Study (VFSS)  
Presenter(s): Bonnie Martin-Harris, James Coyle, Catriona Steele  
Abstract: This session is developed by, and presenters invited by, Swallowing and Swallowing Disorders. A variety of tools are utilized for standardized assessment and interpretation of findings from the videofluoroscopic swallow study, including the MBSImP®, the Penetration-Aspiration scale, and several residue rating scales. The purpose of this session is to review the development of these various tools, their clinical utility, and their limitations.

Session Code: 1154  
PDH(s): 1 Hrs  
Level/Type: Advanced/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: When Enough Is Enough: Decision-Making in the Management of Intractable Aspiration  
Presenter(s): Lisa Evangelista, Nogah Nativ  
Abstract: Surgical procedures such as laryngotracheal separation and total laryngectomy can provide a treatment option for patients with intractable dysphagia. However, they also result in loss of voice and a permanent tracheostomy. This presentation will discuss patient etiologies, speech language pathology involvement and factor for consideration in the decision-making process.

Session Code: 1158  
PDH(s): 1 Hrs  
Level/Type: Advanced/Professional Education  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Apoptosis & Vocal Fold Disease: Clinically Relevant Implications of Cell Death  
Presenter(s): Carolyn Novaleski, Bruce Carter, Preeti Sivasankar, Sheila Ridner, Mary Dietrich, Bernard Rousseau  
Abstract: Vocal fold diseases affecting the epithelium have a detrimental impact on voice outcomes. This talk will review the effect of apoptotic cell death on normal vocal fold epithelial regulation. This presentation will also emphasize a theoretical framework explaining the potential influence of disorganized apoptosis on diseases of the vocal folds.

Session Code: 1159  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: TEP Comprehensive Update & Management  
Presenter(s): Jodi Knott, Brian Kanapkey, Carla DeLassus Gress, Heather Starmer, Gina Vess, Julie Blair  
Abstract: This session provides an update in evidenced based practice for TEP management. Emphasis will be placed on available prosthetic, behavioral, and medical/surgical management of complications. A problem solving paradigm and clinician protocol plus documentation guide will be presented for improved care. Case studies will highlight complex solutions.

Session Code: 1164  
PDH(s): 1 Hrs  
Level/Type: Advanced/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Aided Augmented Input Techniques for Persons With Developmental Disabilities: A Systematic Review  
Presenter(s): Anna Allen, Kristofer Brock, Ralf Schlosser, Howard Shane
## Abstract

A variety of terms continue being used to describe the combined input of speech and aided AAC modalities. We describe the methodology and results of a systematic review on the effects of such strategies on language and communication outcomes in individuals with developmental disabilities. Directions for future research are posited.

### Session Code: 1165

**PDH(s):** 1 Hrs  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/123  
**Session Format:** Seminar 1-hour  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Getting to the Core of Core Vocabulary With Low Tech Communication Boards  
**Presenter(s):** Shannon Paige, Angela Standridge

**Abstract:** Explore the possibilities of low-tech Core Vocabulary communication boards for students who are low/non-verbal. Empower these communicators to engage with others, access the curriculum, and appropriately modulate their behavior with the Core boards. Step-by-step “how to” implementation plans will be shared and supported with case studies, and video examples.

### Session Code: 1166

**PDH(s):** 1 Hrs  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/124  
**Session Format:** Seminar 1-hour  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** The Impact of Communication Barriers on Adverse Events in Hospitalized Patients  
**Presenter(s):** Richard Hurtig, Rebecca Alper

**Abstract:** Hospitalized patients who cannot effectively summon a nurse and communicate are at greater risk of preventable adverse events. It is ethically and financially imperative to reduce preventable AEs through various means including facilitating access and communication. This presentation describes the potential return-on-investment for facilitating communication in hospitalized patients.

### Session Code: 1167

**PDH(s):** 1 Hrs  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Terrace Ballroom II  
**Session Format:** Seminar 1-hour  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** A Transdisciplinary, Group-Focused Intervention Model for Early School-Age Children With ASD  
**Presenter(s):** Schea Fissel, Lynette Scotese-Wojtila

**Abstract:** This presentation will describe a transdisciplinary, group intervention model for education/treatment of children with ASD. Four curricular components (including fine/gross motor, literacy, peer-based social skills, and basic concepts) with video-based examples of these will be presented. Language and adaptive behavioral child outcomes of this model will be presented.

### Session Code: 1168

**PDH(s):** 1 Hrs  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Ballroom A  
**Session Format:** Seminar 1-hour  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** A Transition Program for College Students With Autism Spectrum Disorders? You Can Do This!  
**Presenter(s):** Gail Richard, Rebecca Edgington, Mary Beth Xenakis

**Abstract:** Students with Autism Transitional Education Program (STEP) at Eastern Illinois University focuses on assisting students with autism spectrum disorders (ASD) to live independently on a college campus. STEP provides support in three skills areas (A) Academic, (S) Social, and (D) Daily Living. Program components and structure will be reviewed.

### Session Code: 1169

**PDH(s):** 1 Hrs  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Ballroom B  
**Session Format:** Seminar 1-hour  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Interdisciplinary Collaboration: BCBAs, OTs & SLPs Working to Maximize AAC Outcomes for Students With Autism  
**Presenter(s):** Deidre Dascoli, Amy Golding

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**Speech-Language Pathology Sessions (updated as of 9/2/16)  
Page 20**
Abstract: Presenters examine their work in an ABA-based public school program serving AAC users with autism. SLPs, OTs, and BCBAs developed preference assessments and communication lesson plans based on diverse sensory materials. Participants will be able to create a similar AAC language program incorporating varied materials and behavioral concepts.

**Session Code:** 1179  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** Cleft Palate & Craniofacial Disorders: Use of Teletherapy in the Treatment of Articulation Disorders  
**Presenter(s):** Karen Golding-Kushner  
**Abstract:** This session is developed by, and presenters invited by, Craniofacial and Velopharyngeal Disorders and Special Interest Group, SIG 5: Craniofacial and Velopharyngeal Disorders. Telepractice provides access to SLPs with expertise in specific disorders but poses unique challenges for assessment/treatment of speech disorders associated with cleft palate or syndromes including VCFS/22q. This presentation describes telepractice: process, advantages, limitations, obstacles, and solutions for toddlers through teens with these and other articulation disorders.

**Session Code:** 1180  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** Practical Guidelines for Managing Patients With 22q11.2 Deletion Syndrome  
**Presenter(s):** Cynthia Solot, Donna McDonald-McGinn, Oksana Jackson  
**Abstract:** Speech and language disorders are a hallmark of the 22q11.2 Deletion Syndrome. Speech-language pathologists, who may be among the first practitioners to encounter these patients, must be able to identify and treat the complex language, speech and palate disorders commonly seen. This course will review syndrome characteristics and treatment guidelines.

**Session Code:** 1182  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Fluency (SLP)  
**Title:** Successful Stuttering Therapy: Incorporating Psychosocial Supports & Behavioral Change  
**Presenter(s):** Sheryl Gottwald, Susan Cochrane  
**Abstract:** Children who stutter and families come with a variety of psychosocial factors that impact treatment outcome. We describe these psychosocial factors and how they related to work with children who stutter. Through case examples, we demonstrate how to combine work on psychosocial factors with behavioral treatment for best therapy outcome.

**Session Code:** 1193  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Building Cross-Curricular Literacy Skills Through Literature: A World of Wonder  
**Presenter(s):** Kristin Nellenbach, Carrie Knight  
**Abstract:** Many adolescent readers lack the cross-curricular literacy skills (CCLS) that are critical to accessing/learning the advanced curriculum. SLPs can address these needs by using high-quality literature as a platform to deliver services. Our session will examine CCLS and provide suggestions/examples of how to effectively build skills using literature.

**Session Code:** 1194  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Collaborating With Teachers, Paraprofessionals & Parents to Facilitate Language & Early Literacy Skills
Presenter(s): Shelley Scarpino, Carol Scheffner Hammer, Brook Sawyer
Abstract: Collaborative interventions involving the SLP, teacher, paraprofessionals, and parents are considered to be ideal for developing key precursors to reading. This session will explore ways that SLPs can implement inclusive practices for delivery of speech and language services with a focus on ways to collaborate with teachers, parents and paraprofessionals.

Session Code: 1195
PDH(s): 1 Hrs
Level/Type: Advanced/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Developing Independent Executive Function Skills in Middle & High School Age Students
Presenter(s): Sarah Ward
Abstract: Innovative executive function interventions to teach students to: develop a “memory for the future”, to self-initiate and transition, to sense the passage of time and calculate how long tasks will take, to complete tasks within allotted time frames, and to break down, plan and initiate assignments and long term projects.

Session Code: 1196
PDH(s): 1 Hrs
Level/Type: Introductory/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Developing Relevant & Meaningful Professional Development in Your District
Presenter(s): Amber Handon
Abstract: The session will review the research addressing the need for individualized professional development and discuss action steps that can be taken to build a track for SLPs within the division’s current professional development infrastructure. Free resources, creative meeting platforms, and meaningful deliverables will be shared.

Session Code: 1197
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Reconceptualizing Specific Language Impairment as a Spectrum Disorder
Presenter(s): Hope Lancaster, Stephen Camarata
Abstract: Specific language impairment (SLI) is defined as significant deficits in language development. The variability in SLI has previously been interpreted within an “individual differences” theoretical framework, an alternative framework reconceptualizing SLI as a spectrum disorder could better account for conflicting research evidence and theoretical perspectives on the nature of SLI.

Session Code: 1198
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Visual Impairments in Children: A Tutorial for Speech-Language Pathologists
Presenter(s): Mary Ross, Allison Bean Ellawadi
Abstract: Many SLPs serve children with visual impairments but do not have formal training in providing services to this population (House & Davidson, 2000). This tutorial describes the causes of visual impairment, trajectory of language development of infants and children with visual impairments, and language assessment and intervention in this population.

Session Code: 1199
PDH(s): 1 Hrs
Level/Type: Introductory/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Written Dialogue: A Therapy Tool to Improve Communication Skills in School-Age Children
Presenter(s): Susan Hutaif, Bonnie Henry
Abstract: Written dialogue, or scripting, is an interactive, literacy-based, student centered therapy tool. Scripting has been used as an effective strategy to improve semantic skills, grammar, reciprocal interaction, pragmatic language and conversational speech intelligibility. Designing scripts to meet a variety of therapy goals and implementing scripting in therapy will be highlighted.

Session Code: 1200  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Community-Based Rehabilitation of Adults With Aphasia & TBI in Palestine: A Firsthand Report  
Presenter(s): Glorijean Wallace, Sara Suna  
Abstract: This miniseminar reviews prevalence and causes of aphasia and TBI in Palestine. Factors affecting rehabilitation will be discussed, along with Palestine’s successful “Community-Based Rehabilitation (CBR) Model,” and presentation of “Bethlehem Arab Society of Rehabilitation” --which demonstrates the CBR model.

Session Code: 1201  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Essential Elements of Aphasia Intervention: Four Practical Evidence-Based Treatments Appropriate Across Clinical Settings  
Presenter(s): Roberta Elman  
Abstract: This seminar will discuss a variety of evidence-based aphasia treatments that are effective and applicable in acute hospital, SNF, home health, and rehabilitative settings, especially when duration and frequent of treatment are limited.

Session Code: 1202  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: Facilitated Playgroups to Promote Communication Skills of Children With Developmental Delays  
Presenter(s): Jacqueline Towson, Katherine Green, Jamie Schwartz  
Abstract: It is increasingly important to build the confidence and competence of families of young children with communication impairments. This presentation will review the results of a research study conducted across two states in which parents participated in weekly facilitated playgroups with their young children to learn effective communication strategies.

Session Code: 1203  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: Using Discrete Trial Training to Teach Children With Down Syndrome to Learn in Naturalistic Contexts  
Presenter(s): Jodi Heidlage, Courtney Wright, Ann Kaiser  
Abstract: Many young children with Down Syndrome (DS) have difficulties in using expressive communication (McDuffie & Abbeduto, 2008). Providing direct instruction can teach skills that prepare children to access learning opportunities within naturalistic contexts. This seminar will describe instructional strategies to teach these skills and behavioral response strategies to children with DS.

Session Code: 1204  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Supporting Academic Vocabulary Learning in Students Who Use AAC: Challenges, Opportunities & Solutions  
Presenter(s): Maureen Donnelly, Karen Erickson
Abstract: Academic vocabulary, the foundation upon which all students develop and grow as learners, is especially important for students who use AAC. Delivering high quality, accessible vocabulary instruction to students who use AAC presents challenges. This session will identify priorities and describe one research-based, interactive, and effective instructional approach.

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Session Code: 1206
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Diet-Shaping for Self-Limited Diets in Children With a Diagnosis of Autism Spectrum Disorder
Presenter(s): Robyn Merkel-Walsh, Lori Overland
Abstract: Presentation explores 1) the etiology of self-limited diets in autism; 2) the sensory-motor system as it relates to feeding; 3)sensory processing and how it affects the diet; 4)the importance of establishing home-base when conducting a feeding program and 4) diet–shaping based on a sensory-motor approach to feeding.

Session Code: 1207
PDH(s): 1 Hrs
Level/Type: Intermediate/Research Submission
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Dysphagia Following Combat Injuries: Developing & Interpreting a Clinical Database
Presenter(s): Nancy Solomon, Angela Dietsch, Katie Dietrich-Burns
Abstract: A comprehensive database developed at Walter Reed National Military Medical Center was used to characterize the nature, course, and management of dysphagia in 215 military service members with combat-related injuries. This dysphagia database exemplifies the utility of clinical records to track and predict swallowing outcomes in patients with complex injuries.

Session Code: 1208
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Etiologic Relation Between Orofacial Myofunctional Disorders (OMD) & Oropharyngeal Dysphagia (OPD)
Presenter(s): John Seikel, Casey Ulrich, Dianna Evers, Kristine Holzer, Lyndsey Evans, Lisa Ellgen, Shelly Elliott, Michael Olive, Cally Stone, Rebecca Burke, James Creelman, Nancy Devine, Joni Loftin, Bryan Gee
Abstract: Oropharyngeal (OPD) and oromyofacial myofunctional disorders (OMD) are treated as distinct entities by the discipline of speech-language pathology. Nonetheless, the disorders have overlapping signs and symptoms. This study reveals the etiologic relationship between both disorders in individuals diagnosed with tongue thrust and ankyloglossia.

Session Code: 1209
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Obstructive Sleep Apnea, Oropharyngeal Exercise & Speech-Language Pathology
Presenter(s): Kunal Potnis, Kaylea Nicholson, Kelly Crisp, Harrison Jones
Abstract: Obstructive sleep apnea (OSA) is characterized by upper airway collapse during sleep. Continuous positive airway pressure (CPAP) is the standard of care but alternative treatments, such as oropharyngeal exercise, continue to be explored. We will review the evidence regarding the effects of oropharyngeal exercise and the implications for speech-language pathologists.
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<td>1210</td>
<td>Thursday, November 17</td>
<td>1 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Marriott/Salon CD</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Stretching the Limits of Airway Protection Following Interventions for Laryngotracheal Stenosis</td>
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<td>1211</td>
<td>Thursday, November 17</td>
<td>1 Hrs</td>
<td>Advanced/Professional Education</td>
<td>Marriott/Salon F</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Swallowing Cinema: Interesting Instrumental Swallowing Studies From Fluoroscopy/Endoscopy Presented by Board Certified Specialists</td>
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<td>1213</td>
<td>Thursday, November 17</td>
<td>1 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>CC/108A</td>
<td>Voice and Alaryngeal Communication (SLP)</td>
<td>Chronic Cough &amp; Irritable Larynx Syndrome</td>
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<td>1219</td>
<td>Thursday, November 17</td>
<td>1 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>CC/117</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Aided Language Stimulation for All Communication Partners of Children Who Use AAC</td>
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<td>1220</td>
<td>Thursday, November 17</td>
<td>1 Hrs</td>
<td>Introductory/Research Submission</td>
<td>CC/202AB</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Do Animations Facilitate Understanding of Graphic Symbols in Children With Autism?</td>
</tr>
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</table>

Abstract: This workshop is designed for pediatric SLPs working in dysphagia management. Presenters will discuss current practice and evidence for different therapeutic strategies commonly utilized in pediatric MBS studies. The presenters will also discuss logistics and other insights from working in a center that performs >1200 pediatric MBS studies a year.

Abstract: Laryngotracheal stenosis is defined as narrowing of the glottis and trachea and is managed with complex surgical procedures that can compromise airway protection during swallowing. In this interprofessional presentation we illustrate how functional airway protection can be maintained with careful diagnosis and judicious use of swallow maneuvers and postures.

Abstract: Chronic cough patients with symptoms refractory to pulmonary, reflux, and allergy evaluations may have cough as a manifestation of irritable larynx syndrome. This course will help participants recognize behavioral contributions to cough and learn what types of behavioral and medical therapies can benefit this subset of cough patients.

Abstract: In this seminar, you will learn how aided language stimulation can be implemented frequently as an AAC teaching strategy for a variety of communicative functions across contexts. Specific examples will demonstrate how to do this using core word communication systems by coaching all of the child’s communication partners.
### Abstract
Technological advances have spurred the development of animated graphic symbol sets in augmentative and alternative communication (AAC) systems. Animation may enhance the understanding of graphic representations for verbs. We investigated the effects of animation relative to static symbols on the identification of graphic representations of verbs by children with autism.

### Session Code: 1221
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/201C  
Session Format: Seminar 1-hour  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Initiating & Implementing an AAC Program in an Adult ICU  
Presenter(s): Kathleen Holden, Elizabeth Zink

Abstract: Communication difficulty is a distressing symptom of intubated patients. It causes feelings of panic and frustration. A program was initiated in an adult Neurology ICU to improve communication between nurses and non-verbal patients. This presentation will discuss the logistics to initiating a new AAC program in an adult ICU.

### Session Code: 1222
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Research Submission  
Location/Room: CC/203A  
Session Format: Seminar 1-hour  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: The Impact of Language Impairment in Children With Dysarthria Within Parent-Child Interactions  
Presenter(s): Emily McFadd, Katherine Hustad

Abstract: This study aims to quantify the impact of language impairment on social participation in children with dysarthria, by evaluating differences in patterns within mother-child interactions. With video examples, we will discuss important implications for interventions for children with CP who have speech-language disorders.

### Session Code: 1223
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/Ballroom A  
Session Format: Seminar 1-hour  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Are “Private Events” Really All That Private? How Mentalizing Is Key to Developing Social Competencies  
Presenter(s): Michelle Garcia Winner, Pamela Crooke

Abstract: Social competency requires engagement of mental processes. In the behavior analytic community, private events (e.g., thinking) are those "enclosed within the skin" (Skinner, 1957) and not measureable in a scientific manner. From the SLPs view, thinking is evidenced via language and action, both measurable and key to social communication competency.

### Session Code: 1224
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/Ballroom B  
Session Format: Seminar 1-hour  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Oh, Norma! Why We Should Avoid Teaching “Functional” Phrases to Children With ASD  
Presenter(s): Lillian Stiegler, Margery Blanc, Beth Breaux

Abstract: A common and well-intentioned clinical practice is teaching rote phrases to children with ASD. Rationales include enhancing expression of wants and needs and providing “survival language”. This presentation will encourage SLPs to consider evidence-based language treatment that is individualized, systematic and focuses on increasing language comprehension and grammar flexibility.

### Session Code: 1225
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/Terrace Ballroom I  
Session Format: Seminar 1-hour  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Parent Perceptions of Facilitators & Challenges to Early Identification of Young Children With ASD  
Presenter(s): Elizabeth Crais, Cara McComish, Emily Kertcher, Rebecca Pretzel, Steven Hooper
Abstract: Parents face many challenges in getting their children with ASD identified, diagnosed, and into early intervention. Results from 8 focus groups with over 50 families of young children with ASD highlight the facilitators and barriers to completing these important early intervention steps. Practical solutions to the challenges will be discussed.

Session Code: 1226  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Social Networks: Supporting College/University Students with High-Functioning Autism Spectrum Disorder  
Presenter(s): Barbara Cook, Deborah Weiss  
Abstract: College bound individuals with high functioning autism (HFA) are at risk for failing to complete their degrees. This seminar presents a specially-designed program comprised of a college-level course for students with HFA and TD, and a venue for the development of social networks which have been linked to student success.

Session Code: 1234  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Fluency (SLP)  
Title: Group Therapy Approaches for School-Age Children & Teens Who Stutter  
Presenter(s): Ryan Millager, Ryan Pollard, Joseph Klein  
Abstract: This hands-on workshop will address group therapy approaches for young people who stutter. We will describe the rationale behind and implementation of group activities for different age ranges, utilizing case studies from therapy sessions at Camp SAY, a sleep-away camp for young people who stutter (ages 8-18).

Session Code: 1235  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Fluency (SLP)  
Title: Revisiting Finn & Cordes (1997): Advances in Multicultural Identification & Treatment in Stuttering Circa 2016  
Presenter(s): Kia Johnson, Amy Weiss  
Abstract: Finn and Cordes' (1997) commentary described the history of and suggested future directions for “the multicultural or cross-cultural identification and treatment of stuttering”, calling for further empirical research and an end to “ethnocentric speculation.” This presentation describes relevant research results published since and suggests an ethnographic approach to treatment planning.

Session Code: 1236  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Fluency (SLP)  
Title: ROAD MAPS: A Treatment Guide for Cluttering  
Presenter(s): Lesley Wolk  
Abstract: The purpose of this seminar is to provide a framework for the clinical treatment of cluttering. ROAD MAPS is a guide for both the client and the clinician in the treatment process. This seminar will include a review of diagnostic features of cluttering; differentiated from those of other fluency disorders.

Session Code: 1241  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: An Analysis of Procedures Used to Describe the Pragmatic Language Skills of African American Children  
Presenter(s): Yvette Hyter, Glenda De Jarnette, Kenyatta Rivers
### Abstract
A systematic synthesis of publications on pragmatics of African American children and adolescents revealed the need for further examination of procedures used to describe the discourse, speech acts, presupposition, and theory-of-mind skills of this population. The authors of this one-hour seminar discuss methods used in studies between 1970 and 2016.

### Session Code: 1242
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Location/Room: CC/115C  
Level/Type: Intermediate/Research Submission  
Session Format: Seminar 1-hour  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Effects of Narrative Intervention on Oral & Written Language: A Large-Scale Randomized Controlled Trial  
Presenter(s): Douglas Petersen, Maureen Staskowski, Trina Spencer

### Abstract
This study investigated whether multi-tiered narrative intervention improves oral and written narrative and expository language. There were 845 school-age participants. Classrooms were randomly assigned to a treatment or control condition. Results indicate that the students in the treatment group had significantly higher outcomes when compared to the control group.

### Session Code: 1243
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Location/Room: CC/115A  
Level/Type: Introductory/Professional Education  
Session Format: Seminar 1-hour  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: One Piece of Paper: Hands-On Strategies to Engage Language Impaired Students in Vocabulary Learning  
Presenter(s): Rachael Suddarth

### Abstract
In this make-and-take session we will walk through case studies of children with vocabulary deficits and accompanying therapy activities that are engaging and require only a single sheet of paper. Goals that align with CCSS, RTI, and a workload approach to case management will be included.

### Session Code: 1244
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Location/Room: CC/115B  
Level/Type: Intermediate/Research Submission  
Session Format: Seminar 1-hour  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: The Benefits of Text Messaging for Adolescents With Social Communication Disorders  
Presenter(s): Wendy Bower

### Abstract
Adolescents with pragmatic issues have difficulties in face-to-face interactions, but how do they respond in situations where social cues are absent? This presentation examines how young people with social communication disorders benefit from using text messaging. Findings reveal clinical implications for accessing social networks using this popular form of communication.

### Session Code: 1245
PDH(s): 1 Hrs  
Date: Thursday, November 17, 2016  
Location/Room: CC/114  
Level/Type: Intermediate/Research Submission  
Session Format: Seminar 1-hour  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Presenter(s): Lesley Sylvan

### Abstract
The Individuals with Disabilities Education Act (IDEA) specifies specific eligibility criteria for speech-language services. Drawing primary from interview data, this presentation presents evidence that SLPs view aspects of these eligibility criteria as subjective. SLPs report that this subjectivity results in confusion regarding which students should be included on their caseloads.
**Abstract:** Early identification of mild cognitive impairment (MCI) is a global priority and research shows that language deficits are significant early indicators. The session focus will be the best assessments and patterns of cognitive-linguistic performance that differentiate MCI from healthy aging and the role of the SLP.

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<tr>
<td>Title:</td>
<td>Language Disorders in Adults (SLP)</td>
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<tr>
<td>Presenter(s):</td>
<td>Janet Patterson, Patrick Coppens</td>
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<tr>
<td>Abstract:</td>
<td>Generalization is an active, cognitive process that must be planned in advance and supported throughout aphasia rehabilitation. In this seminar model cases will assist participants to identify theoretical and empirical justification in planning for generalization and create documentation in contemporary clinical practice.</td>
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<tr>
<td>Title:</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Presenter(s):</td>
<td>Amy Pace, Rufan Luo, Jill de Villiers, Mary Wilson, Aquiles Iglesias, Kathy Hirsh-Pasek, Roberta Golinkoff</td>
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<tr>
<td>Abstract:</td>
<td>Three groups of preschool children (on IEPs, low-SES, mid-SES) were compared on a computerized language assessment that measures product (known vocabulary/syntax) and process (ability to acquire new words/structures). Assessing what children know about language as well as how they learn may be important for discriminating differences from disorders.</td>
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<tr>
<td>Title:</td>
<td>Preschool Writing Instruction: Modeling the Stages</td>
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<td>Presenter(s):</td>
<td>Shelby Swant, Lucy Hart-Paulson</td>
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<td>Abstract:</td>
<td>This study identified the impacts of three different writing instructional approaches in preschool including modeling the developmental stages of writing on writing development, other early literacy skills, and age factors. Results indicate that children who received instruction with modeling significantly improved their early writing skills.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Strategies to Aid Students With Hearing Loss in Forming Connections, Vocabulary Acquisition &amp; Writing Application</td>
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<tr>
<td>Presenter(s):</td>
<td>Marie Wright, Sharlene Wilson Ottley, Nancy Mellon</td>
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<td>Abstract:</td>
<td>This study examined how specific reading strategies were used to assist children with hearing loss construct meaning from literature to aid in forming connections, vocabulary acquisition, and written language application. Receptive/expressive vocabulary, reading, and written language skills were examined at six-month intervals to examine change following implementation of strategies.</td>
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<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 1 Hrs</td>
<td>Location/Room: CC/118C</td>
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<td>Level/Type:</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>A Case Study of Foreign Accent Syndrome: Characteristics, Diagnosis &amp; Recommendations for Treatment</td>
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<tr>
<td>Presenter(s):</td>
<td>Jayne Hertko, Richard Peach, Mary Hoban</td>
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Abstract: Foreign accent syndrome (FAS) is an acquired speech disorder in which a speaker suddenly uses articulatory and prosodic patterns inconsistent with their native language, resulting in perception of a foreign accent. In this case study, we discuss FAS including definition and etiology, and the characteristics of the psychogenic variant.

Session Code: 1252  Date: Thursday, November 17, 2016  Location/Room: CC/119A  Session Format: Seminar 1-hour
Level/Type: Introductory/Professional Education  Topic Area: Motor Speech Disorders (SLP)
Title: Disfluent Speech Characteristics of Individuals With Parkinson's Disease: Three Perspectives  Presenter(s): Alexander Goberman, Michael Blomgren, Jason Whitfield, Angela Reif, Catharine DeLong
Abstract: After an introduction to Parkinson Disease (PD) and stuttering, three sets of recent data will be presented describing dysfluencies in PD. Specifically, information will be presented on typology, linguistic characteristics, and adaptation effect in dysfluencies in PD. Data will be compared with developmental stuttering and neurogenic dysfluency characteristics.

Session Code: 1253  Date: Thursday, November 17, 2016  Location/Room: CC/116  Session Format: Seminar 1-hour
Level/Type: Introductory/Professional Education  Topic Area: Motor Speech Disorders (SLP)
Title: How Brain Imaging Can Inform Clinical Decision-Making  Presenter(s): Donald Robin, Amy Ramage
Abstract: This proposal will provide an introduction to basic fMRI methods and their applicability to communication sciences and disorders. We will discuss how data are analyzed, their application to understanding normal and disorders speech and language processing and how they may drive treatment decisions using examples from our work.

Session Code: 1254  Date: Thursday, November 17, 2016  Location/Room: CC/Terrace Ballroom II  Session Format: Seminar 1-hour
Level/Type: Intermediate/Professional Education  Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Dysphagia: Advancing Clinical Competence & Adding Value to Speech Pathology Services in the Medical Setting  Presenter(s): Diane Longnecker, Caroline Nickel
Abstract: Speech pathologists in the medical community are experiencing increasing pressure to show the value of their services to administrators. High quality dysphagia intervention can demonstrate this value, but ensuring competence requires continued education and training. This presentation will discuss the development, implementation and outcomes of an on-the-job dysphagia training program.

Session Code: 1255  Date: Thursday, November 17, 2016  Location/Room: CC/122AB  Session Format: Seminar 1-hour
Level/Type: Advanced/Research Submission  Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: How & When to Assess Swallowing in Post-Extubation ICU Patients  Presenter(s): Steven Leder, Heather Warner, Debra Suiter, Kevin Schuster
Abstract: Reliable guidelines for how and when to resume oral alimentation in post-extubation ICU patients (n=202) are provided. A swallow screen administered at 1, 4, & 24-hours post-extubation determined aspiration risk followed by FEES to diagnose dysphagia. 82.2% of participants swallowed successfully 1-hour post-extubation. Only intubation duration significantly affected swallowing success.

Session Code: 1256  Date: Thursday, November 17, 2016  Location/Room: CC/Terrace Ballroom IV  Session Format: Seminar 1-hour
Level/Type: Intermediate/Professional Education  Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Problem-Solving the Complexities of Pediatric Dysphagia
Presenter(s): Claire Miller, Joan Arvedson, Jeanne Saavedra, J. Willing
Abstract: The signs/symptoms of pediatric dysphagia are diverse and many conditions have accompanying dysphagia. Identification of underlying physiologic factors prior to treatment is essential, and requires consideration of multiple disciplines. Algorithms for management of complex cases will be presented from the Otolaryngology and Speech Pathology perspective in an interactive forum.

Session Code: 1257  
Date: Thursday, November 17, 2016  
Location/Room: CC/118AB  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Targeting Bulbar Dysfunction in ALS: Current Evidence-Based Practice  
Presenter(s): Lauren Tabor, Kendrea Garand, Sara Feldman  
Abstract: This session is developed by, and presenters invited by, Swallowing and Swallowing Disorders. The role of exercise in ALS is controversial. Understanding the underlying pathophysiology of the disease & critical review of available evidence is imperative when treating ALS patients. This session will explore the current literature targeting muscle dysfunction in ALS, including evidence from limb & bulbar literature. Appropriate therapy/management will be discussed.

Session Code: 1258  
Date: Thursday, November 17, 2016  
Location/Room: CC/Terrace Ballroom III  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Tongue Tie: The Impact From Breastfeeding to Table Foods  
Presenter(s): Ellen Carlin  
Abstract: Tongue tie restricts lingual range of motion which impacts function. Early feeding difficulties associated with Ankyloglossia may be identified during breastfeeding, puree introduction and table food progression. Learn: importance of early identification, factors impacting transition to purees/table foods and strategies to facilitate successful feeding progression from breast to table.

Session Code: 1261  
Date: Thursday, November 17, 2016  
Location/Room: CC/108A  
Level/Type: Intermediate/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Applying Telepractice to Improve Voice & Communication for People in the Transgender Community  
Presenter(s): John Pickering  
Abstract: This presentation describes voice and communication therapy via telepractice for five transgender clients. Each participant completed 6 telepractice sessions, with pre- and post-treatment measures. Results indicated increased fundamental frequency and improvements in quality of life and Vocal Function Exercises. Participants reported benefiting from telepractice, with minimal challenges using the technology.

Session Code: 1304  
Date: Friday, November 18, 2016  
Location/Room: CC/202AB  
Level/Type: Intermediate/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Evidence-Based Intervention & Apps to Improve Literacy Outcomes for Children With Autism Who Require AAC  
Presenter(s): Janice Light, Jessica Caron, David McNaughton  
Abstract: This session will present evidence-based intervention and AAC apps to support the literacy development of children with autism and complex communication needs who require AAC. Research results will be presented to demonstrate the effects of the literacy intervention and apps; videotaped case examples will be used to illustrate outcomes.

Session Code: 1305  
Date: Friday, November 18, 2016  
Location/Room: CC/115B  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)
**Title:** Managing the AAC Needs of Acute Care Patients with Complexed Neurogenic Conditions  
**Presenter(s):** Debora Downey  
**Abstract:** This session is developed by, and presenters invited by, SIG 2: Neurophysiology and Neurogenic Speech and Language Disorders and SIG 12: Augmentative and Alternative Communication. Hospitalized patients with neurogenic communication disorders often present with complex communication needs (CCN) due to motor, sensory, cognitive and linguistic barriers they may experience during their admission. This session will focus on the issues associated with the implementation of AAC in acute care settings for such patients.

**Session Code:** 1306  
**PDH(s):** 2 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Ballroom A  
**Session Format:** Seminar 2-hours

**Title:** A Parent Intervention Tool Kit: Empowering Families With Information on Floortime® That Is Easily Accessible  
**Presenter(s):** Sherri Cawn, Ricki Robinson, Monica Osgood  
**Abstract:** The Profectum Foundation’s Parent Intervention Tool Kit reaches out to parents and professionals to expand developmental programs for individuals with Autism and other Special Needs using accessible web-based tools. This Seminar will share the FCD-DIR Floortime® Model as well as a live-webcast of the parent education module and workbook.

**Session Code:** 1307  
**PDH(s):** 2 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Ballroom B  
**Session Format:** Seminar 2-hours

**Title:** Let’s Talk Autism: Learning Core Language Through Literacy  
**Presenter(s):** Chelsea Collins, Lori Sanzeri, Kristen Reich, Patricia Leger, Maria Martinez-Zanghi  
**Abstract:** This session is designed to define CORE language and discuss how to facilitate CORE language through literacy within the special needs population. Exposing students to CORE vocabulary, through interactive literacy activities and structured functional language activities, will increase understanding and spontaneous usage of meaningful language.

**Session Code:** 1310  
**PDH(s):** 2 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/116  
**Session Format:** Seminar 2-hours

**Title:** Articulation Therapy for Cleft-Related Disorders: From Elicitation to Spontaneous Speech  
**Presenter(s):** Scott Dailey, Lynn Marty Grames, Kristen Deluca, Angela Dixon, Ellen Moore, Amy Morgan, Kristina Wilson  
**Abstract:** Cleft-related speech sound disorders are challenging to treat successfully. This interactive forum on articulation therapy features 7 clinicians with many years of experience on cleft palate teams among them. They will discuss methods they have found successful for choosing and eliciting a target consonant, and advancing it to spontaneous speech.

**Session Code:** 1311  
**PDH(s):** 2 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/118AB  
**Session Format:** Seminar 2-hours

**Title:** Oral & Velopharyngeal Structure & Speech Function: Can I Correct this Disorder?  
**Presenter(s):** Mary O’Gara, Mary Hardin-Jones, Judith Trost-Cardamone  
**Abstract:** This session is developed by, and presenters invited by, Craniofacial and Velopharyngeal Disorders. Children with craniofacial differences have structural differences of the vocal tract. Recognition of the relationship between structure and function can be challenging in this particular population. This miniseminar provides an overview, from the lips to the pharynx, of structural differences, and how they may, or may not, impact speech production.

**Session Code:** 1313  
**PDH(s):** 2 Hrs  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/112AB
## 2016 ASHA Convention Program Sessions

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### Level/Type: Intermediate/Professional Education  
### Session Format: Seminar 2-hours

#### Title: The Role of Genetics & Neurobiology in the Development of Stuttering

**Presenter(s):** Soo-Eun Chang, Shelly Jo Kraft, Janet Beilby

**Abstract:** This session is developed by, and presenters invited by, Fluency. Like other complex disorders, the etiology of stuttering likely involves complex interactions between genetics and environmental factors. Neuroimaging measures can provide insights into the mechanisms linking genes and behavioral manifestations of stuttering. An update and discussion of recent findings from genetic and neuroimaging research on stuttering will be provided.

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#### Title: Adolescents With Word-Finding Difficulties, Differential Diagnosis Informs Comprehensive Word-Finding Intervention for Academic Success

**Presenter(s):** Diane German

**Abstract:** Characteristics of semantic/phonological-based Word-Finding error patterns will be shared; theoretical underpinnings of these error patterns will be explained; a formal Word-Finding assessment for adolescents will be described; differential diagnosis of semantic/phonological Word-Finding error patterns will be detailed; and error-based retrieval strategies will be described for common core vocabulary.

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#### Title: Thinking Carefully about Language & Literacy Assessment: Aligning Clinical Questions and Instruments

**Presenter(s):** Clare Melanie Schuele

**Abstract:** This session is developed by, and presenters invited by, Language and Learning in School-Age Children and Adolescents. SLPs assess children for multiple reasons. Given the myriad assessment instruments, it is critical for clinical questions to drive selection of instruments. We consider how IDEA, state regulations, and principles of evidence-based assessment influence SLPs’ choices. We consider how old favorites and new options lead to more valid assessment.

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#### Title: Building a Communication Leadership Team for Students With Severe Disabilities

**Presenter(s):** Jane Kleinert, Judit Page, Jacqueline Kearns

**Abstract:** This session, by a team with extensive expertise in communication disorders and special education training will: provide national data on communication status of students with severe disabilities; present strategies for engaging the entire classroom team in communication intervention for these students and offer resources to support teaming in communication programming.

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#### Title: I Can Read & Write! Working With Rett Syndrome & Other Low/Nonverbal Children

**Presenter(s):** JoAnn Wiechmann, Susan Norwell

**Abstract:** Speech-Language Pathologists and Educators are faced with challenges meeting the individualized needs of students with Rett Syndrome and significant disabilities who are low/non-verbal communicators. Various communication strategies/tools will be demonstrated for use to facilitate communication, reading and writing skills. Collaboration between the SLP and educator will be discussed.
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**Session Code: 1325**

**PDH(s):** 2 Hrs  
**Location/Room:** CC/120ABC  
**Session Format:** Seminar 2-hours  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Language Difficulties & Academics Throughout Development  
**Presenter(s):** Maura Curran, Dawna Duff, Courtney Karasinski, Toni Becker, Karla McGregor, Teresa Ukrainetz, Amanda Van Horne  
**Abstract:** This panel brings together research which addresses the academic needs of children with language difficulties at different points during their schooling experience. We will discuss findings from individual research studies, and discuss the implications for students and SLPs across the developmental trajectory from preschool through the college years.

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<tr>
<td>Presenter(s):</td>
<td>Marilyn Nippold</td>
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| Abstract:         | This session, geared for SLPs working in middle schools, will explain the why, when, and how of language sampling with adolescents who have poor language skills. Focusing on the CCSS, the session will explain how SLPs can use the results of a language sample to implement evidence-based treatment.

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<tr>
<td>Presenter(s):</td>
<td>Stacey Crowley</td>
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| Abstract:         | Cognitive scientists tell us that most of our human experience is organized as story, yet children with language-based learning differences often struggle with story grammar. Learn how explicit teaching of narrative structure using a multisensory strategy and authentic literature can strengthen students’ oral communication, social emotional skills and academic functioning.

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<tr>
<td>Presenter(s):</td>
<td>Susan Hendler Lederer</td>
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| Abstract:         | Mindfulness is the purposeful, non-judgmental, moment-to-moment awareness of thoughts, emotions, and sensations. This seminar will provide definitions of mindfulness and executive function/self-regulation; neuroscientific and empirical research-based rationales for its efficacy; practical, experiential ready-to-learn mindfulness activities and tips for their use; and a case study of an 11-year-old with ADHD.

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<tr>
<td>Presenter(s):</td>
<td>Pamela Crooke, Michelle Garcia Winner</td>
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| Abstract:         | Using a common vocabulary to teach social skills makes sense. Social Thinking® vocabulary, based on evidence related to the needs of those with social challenges, is embedded in curricula like Superflex. And while the practical nature of this tool is engaging, clinicians should understand both fidelity and adaptation during implementation.
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<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<td>Title:</td>
<td>Presenter(s): Craig Linebaugh</td>
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<td>Abstract:</td>
<td>A model of lexical access that describes retrieval of lexical semantic representations (lemmas) and phonologic word forms will be presented. Patterns of task responses that permit differentiation among deficits at different processing levels will be described. Appropriate evidence-based treatments to improve different processing deficits will also be discussed.</td>
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<tr>
<td>Introductory/Professional Education</td>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: tDCS in the Treatment of Dementia &amp; Aphasia: Future Considerations in Speech-Language Pathology</td>
<td>Presenter(s): Amy Vogel-Eyny, Sameer Ashaie, Elizabeth Galletta, Roy Hamilton, Loraine Obler</td>
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<td>Abstract: A non-invasive, electrical brain stimulation technique known as transcranial direct current stimulation (tDCS) is utilized by clinicians and researchers to treat linguistic and cognitive deficits in healthy and clinical populations. Research in tDCS and healthy aging, Alzheimer’s disease, primary progressive aphasia, and post-stroke aphasia will be discussed.</td>
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<td>Intermediate/Research Submission</td>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Toss the Workbooks: Use of the Life Participation Approach for People With Primary Progressive Aphasia</td>
<td>Presenter(s): Becky Khayum, Marie Saxon, Marya Corden, Kathryn Borio, Diane Pugh, Mike Pugh, Robert Caughey, Linda Caughey, Emily Rogalski</td>
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<td>Abstract: Primary Progressive Aphasia (PPA) is a clinical dementia syndrome with unique management needs. This session will describe initial findings from the PPA Communication Bridge study, which uses teletherapy to strategically provide evidence-based, person-centered communication interventions for the PPA population. Includes a panel of two couples living with PPA.</td>
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<tr>
<td>Intermediate/Professional Education</td>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Understanding Motivation &amp; How to Support it During Aphasia Rehabilitation</td>
<td>Presenter(s): Michael Biel</td>
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<td>Abstract: This session is developed by, and presenters invited by, Language Disorders in Adults. Motivation is an important influence on treatment outcomes, yet many SLPs rely on an intuitive understanding of motivation. The purpose of this session is to introduce theories and techniques that will help SLPs promote and sustain their clients’ motivation.</td>
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<tr>
<td>Intermediate/Professional Education</td>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: I'm Ready! Helping Parents Prepare Their Child for Literacy Success</td>
<td>Presenter(s): Janice Greenberg</td>
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<td>Abstract: Preschool children’s acquisition of emergent literacy skills can be enhanced through exposure to frequent, high-quality book reading. Drawing upon evidence for best shared reading practices, this session describes practical strategies that can be shared with parents individually or in groups to pave the way for children’s literacy success.</td>
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<td>Presenter(s):</td>
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<tr>
<th>Session Code: 1339</th>
<th>Date: Friday, November 18, 2016</th>
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<tr>
<td>PDH(s): 2 Hrs</td>
<td>Location/Room: CC/Terrace Ballroom I</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Seminar 2-hours</td>
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<td>Topic Area:</td>
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<td>Title:</td>
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<td>Presenter(s):</td>
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</table>
**Abstract:** This presentation focuses on identifying challenges and offering solutions for SLPs and school districts addressing swallowing and feeding disorders. Important areas of training and competency, legal and ethical issues, school system support and the treatment of students with complex swallowing and feeding concerns in this setting will be explored.

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<tr>
<th>Session Code</th>
<th>Date</th>
<th>Location/Room</th>
<th>PDH(s)</th>
<th>Level/Type</th>
<th>Topic Area</th>
<th>Title</th>
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<tr>
<td>1340</td>
<td>Friday, November 18, 2016</td>
<td>CC/Terrace Ballroom IV</td>
<td>2 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>A “How to Guide” to Manage Dysphagia in Radiation-Treated Head &amp; Neck Cancer Patients</td>
<td>Lisa LaGorio, Giselle Carnaby, Michael Crary</td>
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<td>1341</td>
<td>Friday, November 18, 2016</td>
<td>CC/103C</td>
<td>2 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>A New Tool for Biomechanical Assessment of Fluoroscopic Swallow Studies: Techniques &amp; Applications</td>
<td>Rebecca Leonard</td>
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<td>1342</td>
<td>Friday, November 18, 2016</td>
<td>CC/107AB</td>
<td>2 Hrs</td>
<td>Advanced/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>A Systematic Swallowing Intervention Process for Weaning Children With Dysphagia Off Thickened Liquids</td>
<td>Kathryn Davidson, Kayla Hernandez, Kara Fletcher-Larson, Jennifer Perez, Reza Rahbar</td>
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<tr>
<td>1343</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Liberty Ballroom</td>
<td>2 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Dysphagia: &quot;The Practicing Dysphagia Clinician: What Are We Afraid of?&quot;</td>
<td>Debra Suiter, Pamela Smith, Joseph Murray, Jacqueline Hind</td>
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<td>1344</td>
<td>Friday, November 18, 2016</td>
<td>CC/204B</td>
<td>2 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Dysphagia: &quot;The Practicing Dysphagia Clinician: What Are We Afraid of?&quot;</td>
<td>Debra Suiter, Pamela Smith, Joseph Murray, Jacqueline Hind</td>
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</table>
Title: Provision of Feeding Intervention in the Context of Responsive Feeding: Leading by Example
Presenter(s): Heidi Moreland, Jennifer McGlothlin
Abstract: Children who are tube-dependent or have extreme feeding difficulties present with a number of challenges in treatment. Although poor sensorimotor skills play a role, the context and relationships in which eating occurs can facilitate improvement or hinder progress. Utilizing principles of responsive feeding can transform intervention for these complex patients.

Session Code: 1347
PDH(s): 2 Hrs
Level/Type: Advanced/Research Submission
Topic Area: Voice and Alaryngeal Communication (SLP)
Session Format: Seminar 2-hours

Date: Friday, November 18, 2016
Location/Room: CC/118C

Title: 12th Annual Pentax Medical Lecture: The Science of LSVT: Evidence-based Treatment for Parkinson's Disease
Presenter(s): Lorraine Ramig
Abstract: Sponsored by PENTAX Medical, this session is developed by, and presenters invited by, SIG 3: Voice and Voice Disorders & SIG 13: Swallowing and Swallowing Disorders (Dysphagia). Research on the Lee Silverman Voice Treatment (LSVT) has been supported by over 25 years of federal funding, including three randomized controlled trials. This presentation will summarize physiological and neural mechanisms underlying treatment outcomes, impact on functional activities, distributed effects to other systems including swallowing and implementation into clinical practice.

Session Code: 1352
PDH(s): 1 Hrs
Level/Type: Introductory/Professional Education
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)
Session Format: Seminar 1-hour

Date: Friday, November 18, 2016
Location/Room: CC/203B

Title: Development of AAC Assessment Protocols: A Review of Methods & Results
Presenter(s): Kristy Weissling, Miechelle McKelvey, Shelley Lund, Wendy Quach
Abstract: This presentation will review the methods being utilized to develop AAC assessment protocols for four populations: ALS, Aphasia, Cerebral Palsy, and Autism. The authors will discuss the results of their work to date and discuss how future methods will be employed.

Session Code: 1353
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Autism Spectrum Disorders (SLP)
Session Format: Seminar 1-hour

Date: Friday, November 18, 2016
Location/Room: CC/Terrace Ballroom I

Title: Engaging Children With Autism Using Highly Motivating Joint Action Routines
Presenter(s): Leslie Blome
Abstract: Joint action routines that incorporate sensory feedback and cause-and-effect results can be a remarkably effective intervention for engaging children on the autism spectrum and eliciting communication. Videos of three highly motivating joint action routines will be shown, followed by a discussion of joint attention, communicative behaviors, and targeted treatment goals.

Session Code: 1354
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Autism Spectrum Disorders (SLP)
Session Format: Seminar 1-hour

Date: Friday, November 18, 2016
Location/Room: CC/Ballroom A

Title: Increasing ASD Awareness & Early Identification: Reaching Minority & Underserved Populations Through Faith-Based Organizations
Presenter(s): Elizabeth Craig, Rebecca Pretzel, Maureen Morrell, Sallie Nowell, Thelma Uzonyi, Ashwaq Alzamel
Abstract: The CDC reports that minority children with ASD are typically diagnosed later than children from majority populations. Recent approaches to addressing this gap have been through faith-based organizations. This presentation will highlight practical faith-based and community-engaged strategies used to enhance early awareness and identification of young children with ASD.
**Session Code: 1372**  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Seminar 1-hour  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Core Values: Assessing, Addressing & Aligning CCSS With Intervention Goals  
**Presenter(s):** Shari Robertson  
**Abstract:** Many SLPs are being asked to measure progress for CCSS in addition to being held accountable for identifying and meeting IEP goals. This seminar will provide participants with strategies to establish baselines, align intervention, and monitor progress of CCSS communication standards for Kindergarten-2nd grade and link them to IEP goals.
Session Code: 1377  Date: Friday, November 18, 2016
PDH(s): 1 Hrs  Location/Room: CC/105AB
Level/Type: Intermediate/Professional Education  Session Format: Seminar 1-hour
Topic Area: Language Disorders in Adults (SLP)
Title: Aphasia Book Clubs: Reconnecting Individuals With Aphasia to Reading for Pleasure
Presenter(s): Roberta Elman
Abstract: Book clubs are a popular social activity. However, individuals with aphasia often have difficulty participating. The Aphasia Center of California created the “Book Connection” program in order to make book clubs accessible to people with aphasia. This seminar will include clinical examples and program outcomes from the past fifteen years.

Session Code: 1378  Date: Friday, November 18, 2016
PDH(s): 1 Hrs  Location/Room: CC/108A
Level/Type: Intermediate/Professional Education  Session Format: Seminar 1-hour
Topic Area: Language Disorders in Adults (SLP)
Title: Cognitive & Behavioral Dysfunction in Patients With Amyotrophic Lateral Sclerosis
Presenter(s): Kendrea Garand, Laurie Sterling
Abstract: Traditionally, ALS was characterized as a motor disorder, but an estimated quarter of patients meet criteria for frontotemporal dementia (FTD), with an even larger proportion of patients (approximately 50%) demonstrating subtle cognitive impairment. This seminar will review medical and behavioral management of cognitive and behavioral dysfunction in patients with ALS.

Session Code: 1379  Date: Friday, November 18, 2016
PDH(s): 1 Hrs  Location/Room: CC/119A
Level/Type: Advanced/Research Submission  Session Format: Seminar 1-hour
Topic Area: Language Disorders in Adults (SLP)
Title: Mapping Spoken Language Impairments Following Left Hemisphere Stroke
Presenter(s): Daniel Mirman
Abstract: This session is developed by, and presenters invited by, Language Disorders in Adults. Contemporary neuroimaging methods allow mapping the relationship between lesion location and language deficits with unprecedented precision, leading to a new understanding of the neural organization of language processing and how it is impaired following stroke. This talk will summarize the key findings from voxel-based lesion-symptom mapping of spoken language deficits.

Session Code: 1380  Date: Friday, November 18, 2016
PDH(s): 1 Hrs  Location/Room: CC/105AB
Level/Type: Intermediate/Research Submission  Session Format: Seminar 1-hour
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Peer-Mediated Intervention Using Video-Modeling to Increase Prosocial Communication in Preschoolers With ASD
Presenter(s): Emily Lakey, Sherry Street-Tobin, Melissa Bright
Abstract: This session describes the effects of a peer-mediated intervention using video-modeling in an inclusive classroom setting. A multiple-baseline design was used to measure the effects of intervention on children’s interactions and prosocial communicative initiations and responses. Data, including video examples, will be presented to illustrate results and discuss implications.
2016 ASHA Convention Program Sessions

Session Code: 1381  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: Thirty Million Words: Building a Child’s Brain  
Presenter(s): Dana Suskind  
Abstract: This session is developed by, and presenters invited by, Language in Infants, Toddlers, and Preschoolers. Professor of Surgery and Pediatrics at the University of Chicago, Dr. Dana Suskind, will discuss the Thirty Million Words Initiative, which develops and disseminates evidence-based, parent-directed programs that encourage parents to harness the power of their words to build their children's brains and shape their future.

Session Code: 1382  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Research Submission  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Efficient Literacy Instruction: Integrating Alphabet & Phonological Awareness Instruction Using Instructive Feedback  
Presenter(s): Arnold Olszewski, Xigrid Soto, Howard Goldstein  
Abstract: A multiple baseline design study evaluated the efficacy of instructive feedback for modeling letter names and sounds during a preschool phonological awareness intervention. All nine children demonstrated gains on letter naming, sound identification, and phonological awareness. Practitioners will learn how to use these innovative strategies for teaching early literacy skills.

Session Code: 1383  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: How SLPs Can Use Their Linguistic Knowledge to Effectively Teach Reading  
Presenter(s): Jessica Kersting, Lorie Delk  
Abstract: SLPs are trained in the five components of language: phonology, semantics, syntax, morphology, and pragmatics. This knowledge has direct application to evidence-based reading instruction. This presentation will review the linguistic components of evidence-based reading instruction and integrate this knowledge into specific language-based reading techniques and activities.

Session Code: 1384  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Reading Complex Texts: Syntactic Knowledge is at the Core of Comprehension  
Presenter(s): Heather Ironside, Christy Brockhausen  
Abstract: Now more than ever, language and speech pathologists and special education teachers must share their expertise and collaborate to provide appropriate literacy instruction to all students. This presentation will examine syntax, discuss a multidisciplinary approach to literacy assessment, and offer techniques for improving students' production and comprehension of sentence structures.

Session Code: 1385  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Motor Speech Disorders (SLP)  
Title: Inter-Institutional, Cutting Edge ALS Research Across the Disease Course, From Motor Speech to AAC BCI  
Presenter(s): Kevin Pitt, Jonathan Brumberg, Jeff Searl, Mili Kuruvilla-Dugdale, Jeremy Burnison  
Abstract: Individuals with Amyotrophic Lateral Sclerosis (ALS) present with a variety of symptoms from dysarthria to near total, akinetic paralysis with mutism. This tutorial will review current advancements in inter-institutional research across the ALS disease course, from motor speech, to the latest brain computer interface technology for AAC.
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<th>Session Code</th>
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<th>Topic Area</th>
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<th>Presenter(s)</th>
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<tr>
<td>1386</td>
<td>Friday, November 18, 2016</td>
<td>CC/116</td>
<td>Intermediate/Professional Education</td>
<td>Speech and Language Science (SLP)</td>
<td>Strengthening Clinical Preparation by Integrating Speech Science Across the Curriculum</td>
<td>Donald Finan, Stephen Tasko, Amy Neel</td>
<td>This session is developed by, and presenters invited by, SIG 19: Speech Science. The graduate curriculum offers important opportunities to help students make the connection between clinical practice and the sciences of speech production and perception. The panel will discuss a variety of classroom pedagogical approaches to help students learn how to enhance clinical practice by using speech science approaches.</td>
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<td>1387</td>
<td>Friday, November 18, 2016</td>
<td>CC/115A</td>
<td>Intermediate/Research Submission</td>
<td>Speech Sound Disorders in Children (SLP)</td>
<td>Visual-Acoustic Biofeedback for Residual /r/ Errors: Synthesis of Research &amp; Implications for Practice</td>
<td>Tara McAllister Byun, Heather Campbell</td>
<td>Previous research suggests that visual-acoustic biofeedback can correct residual rhotic errors in children who have not responded to traditional treatment, but systematic comparisons have been limited. Results are reported from two experimental studies suggesting that the addition of visual-acoustic biofeedback can enhance treatment outcomes relative to traditional intervention alone.</td>
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<td>1388</td>
<td>Friday, November 18, 2016</td>
<td>CC/114</td>
<td>Intermediate/Professional Education</td>
<td>Speech Sound Disorders in Children (SLP)</td>
<td>What to Treat &amp; How to Treat It: Making Treatment Decisions for Children With SSD</td>
<td>Breanna Krueger, Philip Combiths</td>
<td>Children with speech sound disorders comprise a large proportion of school-based speech-language pathologists’ caseloads. Assessment, treatment target selection, and treatment methods must be tailored toward the needs of each unique case. This talk guides the audience through this decision-making process from assessment to treatment by detailing three hypothetical cases.</td>
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<td>1389</td>
<td>Friday, November 18, 2016</td>
<td>CC/Terrace Ballroom II</td>
<td>Intermediate/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Beyond Dysphagia: The Hidden Epidemic of Malnutrition in Older Adulthood</td>
<td>Samantha Shune, Amanda Morano-Villhauer</td>
<td>Dysphagia contributes to and interacts with malnutrition/dehydration. Yet, even healthy older adults have increased risk of malnutrition given numerous age-related physiologic and psychosocial changes. Geared toward speech-language pathologists working with elderly dysphagia patients, this presentation introduces factors related to malnutrition and offers service delivery considerations for optimizing patient functioning.</td>
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<td>1390</td>
<td>Friday, November 18, 2016</td>
<td>CC/204A</td>
<td>Intermediate/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Preserving Function &amp; Improving Outcomes in Head and Neck Cancer Patients</td>
<td>Barbara Messing, Ryan Sobel</td>
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</table>
Abstract: This session is developed by, and presenters invited by, the American Board of Swallowing and Swallowing Disorders. The effects of head and neck cancer treatment whether surgical or non-surgical approaches are utilized, have a significant impact on patient outcomes. New advances in treatment options such as submandibular gland transfer to preserve salivary function, Transoral Robotic Surgery TORS and non-surgical treatments are shown to improve patient functional outcomes.

Session Code: 1391  
Date: Friday, November 18, 2016  
PDH(s): 1 Hrs  
Location/Room: CC/Ballroom B  
Level/Type: Intermediate/Professional Education  
Session Format: Seminar 1-hour  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Tales of Children After a Tracheotomy: Understanding the Swallowing-Breathing Dyad & Developmental Impact  
Presenter(s): Katy Peck  
Abstract: Creative approaches to dysphagia management with the pediatric tracheotomized population will be highlighted. Unique considerations will be showcased with guided practice applying identified principles provided. Common behavioral and medical barriers associated with one-way valve use will be discussed. Methods to assure interprofessional collaboration and facilitate patient advocacy will be presented.

Session Code: 1392  
Date: Friday, November 18, 2016  
PDH(s): 1 Hrs  
Location/Room: CC/Terrace Ballroom IV  
Level/Type: Advanced/Research Submission  
Session Format: Seminar 1-hour  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Three-Dimensional High-Resolution Manometry: Moving HRM Into the Next Dimension  
Presenter(s): Corinne Jones, Timothy McCulloch, Jacob Meyer, Sarah Rosen  
Abstract: The pharynx is a dynamic, asymmetric structure, and pharyngeal high-resolution manometry (HRM) has provided new perspectives of swallowing function. Current HRM averages pressure axially, missing key information about directionality of swallowing-related pressures. We will present data using a 3D-HRM system throughout the pharynx in health and dysphagia.

Session Code: 1394  
Date: Friday, November 18, 2016  
PDH(s): 1 Hrs  
Location/Room: CC/108B  
Level/Type: Intermediate/Professional Education  
Session Format: Seminar 1-hour  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: E-Cigarettes: What Do We Know?  
Presenter(s): Elizabeth Erickson-DiRenzo, Ann Kearney  
Abstract: The use of electronic (E) cigarettes in the United States is rapidly growing. SLP’s need to have a working knowledge of these products in order to provide appropriate patient counseling. This session will provide the SLP with a basic understanding of makeup, regulation, user characteristics, and health effects.

Session Code: 1395  
Date: Friday, November 18, 2016  
PDH(s): 1 Hrs  
Location/Room: CC/111AB  
Level/Type: Introductory/Professional Education  
Session Format: Seminar 1-hour  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Transgender Voice: Treatment Outcomes From Two Service Delivery Models  
Presenter(s): Adrienne Hancock, Linda Siegfried, Natalie Goldstein, Rachel Friedman  
Abstract: Creative methods for serving trans women effectively will improve their access to voice and communication services and thereby improve quality of life. We present procedures and outcome data from two service delivery models for male-to-female transgender voice treatment: weekly sessions (n=25) and a 4-hour intensive program (n = 15).

Session Code: 1402  
Date: Friday, November 18, 2016  
PDH(s): 2 Hrs  
Location/Room: CC/103C  
Level/Type: Intermediate/Professional Education  
Session Format: Seminar 2-hours  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: AAC on the Fly: Simple Strategies to Support Communication in Medical Settings
## 2016 ASHA Convention Program Sessions

### Session: Teaching Functional Communication Skills to Nonverbal or Minimally Verbal Children Using Work Tasks

**Presenter(s):** Crystal Lumm

**Abstract:** This session will demonstrate how evidence-based methods of intervention can be applied to facilitate the development of functional communication skills for nonverbal or minimally verbal students who present with intellectual disabilities and/or autism. Participants will learn how to design and use work tasks to achieve this goal.

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<td>Title:</td>
<td>Autism, iPads, &amp; Apps, Oh My!</td>
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<td>Presenter(s):</td>
<td>Susan Stokes</td>
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### Session: Autism, iPads, & Apps, Oh My!

**Presenter(s):** Susan Stokes

**Abstract:** This session is developed by, and presenters invited by, Autism Spectrum Disorders. This fast-paced session will share information and resources for using iTechnology to meet the learning and behavioral needs of students with ASD. Evidence-based practice focus areas will include video-modeling, social narratives, and visual supports. Participants will leave this session with strategies for incorporating “low tech” visual supports into iTechnology systems.

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<tr>
<td>Title:</td>
<td>Research to Practice: Targeting Caregiver Responsiveness for Young Children With Symptoms of ASD</td>
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<tr>
<td>Presenter(s):</td>
<td>Linda Watson, Elizabeth Crais, Ashwaq Alzamel, Michaela Dubay, Sara Nowell, Thelma Uzonyi</td>
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### Session: Severe Motor Speech Challenges in Autism: When Speech Gets Stuck

**Presenter(s):** Margery Blanc, Lillian Stiegler

**Abstract:** This presentation will use evidence from multiple sources to describe the academic and clinical bases underlying successful treatment for severe motor speech disorders in non-speaking and minimally-speaking individuals with autism. A hierarchy of support provides treatment methods for individuals at every level of speech access.

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<tr>
<td>Title:</td>
<td>Severe Motor Speech Challenges in Autism: When Speech Gets Stuck</td>
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<tr>
<td>Presenter(s):</td>
<td>Margery Blanc, Lillian Stiegler</td>
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### Session: Teaching Kids with Autism to Talk: How It's Done!

**Presenter(s):**

**Abstract:**

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<tr>
<td>Title:</td>
<td>Teaching Kids with Autism to Talk: How It's Done!</td>
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<td>Session Code: 1414</td>
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<td>Title: Evidence-Based Practice for Stuttering: Navigating the Fluency Frontier &amp; Beyond</td>
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<td>Presenter(s):</td>
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<tr>
<td>Abstract: This session is developed by, and presenters invited by, Fluency. When considering childhood stuttering, clinicians determine whether to focus on fluency or consider the multidimensional nature of this complex disorder. Experts will debate evidence-based assessment and treatment considerations for preschoolers and adolescents who stutter. Audience members will be challenged to review literature supporting and/or refuting these divergent perspectives.</td>
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<td>Topic Area:</td>
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<td>Title: Public Health Approaches to the Study of Pediatric Speech &amp; Language Disorders: Issues &amp; Analysis</td>
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<td>Presenter(s):</td>
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<td>Abstract: Recently, the Institute of Medicine released a review of current knowledge about pediatric speech and language disorders. This review indicated important gaps in the current knowledge base regarding children’s speech and language disorders. Review team members will provide an overview of epidemiological studies on pediatric speech and language disorders.</td>
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<tr>
<td>Title: Developing Personal Narratives &amp; Life Stories in Children &amp; Adolescents</td>
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<td>Abstract: The role of personal event narratives and life stories in the development of self-identity, self-regulation and social and academic functioning will be explained. The literature on development and assessment of personal narratives will be reviewed and strategies to promote development of personal event narratives and life stories will be demonstrated.</td>
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<tr>
<th>Session Code: 1420</th>
<th>Date: Friday, November 18, 2016</th>
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<tr>
<td>PDH(s): 2 Hrs</td>
<td>Location/Room: CC/118AB</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Seminar 2-hours</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Grammar-Based Interventions for School-Age Children With Language Impairment: Where’s the Evidence?</td>
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<tr>
<td>Presenter(s):</td>
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<tr>
<td>Abstract: Many children with persistent language impairment experience difficulty processing complex sentences—a problem that affects not only listening and speaking but reading and writing. We will explore grammar-based treatment protocols developed by SLPs, including targets, techniques, dosage, and outcome measures. We highlight results from our own recent treatment study.</td>
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<th>Session Code: 1421</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 2 Hrs</td>
<td>Location/Room: CC/124</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Seminar 2-hours</td>
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Speech-Language Pathology Sessions (updated as of 9/2/16)
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<tr>
<th>Session Code: 1422</th>
<th>Date: Friday, November 18, 2016</th>
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<tbody>
<tr>
<td>PDH(s): 2 Hrs</td>
<td>Location/Room: CC/113C</td>
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<td>Intermediate/Professional Education</td>
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<tr>
<td>Topic Area:</td>
<td></td>
</tr>
<tr>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title:</td>
<td>The Game Is Still the Aim: Writing Contextualized Goals &amp; Monitoring Progress in the Schools</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Julie Wolter, Teresa Ukrainetz, Cathy Ross</td>
</tr>
<tr>
<td>Abstract:</td>
<td>This seminar’s purpose is to help SLPs develop functional contextualized goals/objectives and meaningful ways to manage data and monitor progress in the school setting. This is an updated follow-up presentation from 2011 that explores ways to contextualize school-age language treatment, write related goals, and create meaningful progress-monitoring tools.</td>
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<th>Session Code: 1423</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 2 Hrs</td>
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<tr>
<td>Topic Area:</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
</tr>
<tr>
<td>Title:</td>
<td>What to Do After MLU: From Samples to Intervention Goals</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Robert Owens, Stacey Pavelko, Denise Bambinelli, Ashley Saunders</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Based on a normative language sample study of approximately 200 children ages 3-8, the presenters will describe practical qualitative analyses to assist SLPs identify intervention targets for children with language impairment. The presenters will demonstrate how normative data on noun and verb phrase elements is used to identify intervention targets.</td>
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<th>Session Code: 1424</th>
<th>Date: Friday, November 18, 2016</th>
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<tr>
<td>Topic Area:</td>
<td>Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title:</td>
<td>Bilingual Aphasia: Assessment, Treatment &amp; Outcomes</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Marta Korytkowska, Jungna Kim, Aviva Lerman, Taryn Malcolm, Jungmee Yoon, Loraine Obler</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Treating bilingual aphasia is an important area for current SLPs given that bilinguals language processing and obtained aphasia after stroke are distinct from those of monolinguals. The present seminar will discuss assessment of bilingual aphasia, treatment, recovery patterns, and working with interpreters.</td>
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<th>Session Code: 1425</th>
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<tr>
<td>PDH(s): 2 Hrs</td>
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<tr>
<td>Topic Area:</td>
<td>Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title:</td>
<td>Person-Centered, Evidence-Based Applications of Technology for Neurodegenerative &amp; Neurogenic Language Disorders</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Becky Khayum, Natalie Douglas</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Clinicians are challenged to choose technologies for their clients, and to support life participation using these methods. This session will outline technologies that promote individualized, functional communication for clients with aphasia and other cognitive-communicative disorders due to dementia. Real world clinical struggles such as productivity requirements will also be addressed.</td>
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<th>Session Code: 1426</th>
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Speech-Language Pathology Sessions (updated as of 9/2/16)
### 2016 ASHA Convention Program Sessions

<table>
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<tr>
<th>Session Code: 1432</th>
<th>Date: Friday, November 18, 2016</th>
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<td>Intermediate/Research Submission</td>
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<td>Topic Area:</td>
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<tr>
<td>Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Auditory &amp; Somatosensory Mechanisms Associated With Voice Disorders &amp; Voice Treatment in Parkinson’s Disease</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Michael Hammer, Sona Patel, Cara Stepp, Charles Larson</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Our goal is to provide an integrated understanding of the neural and sensory mechanisms associated with motor speech disturbances in Parkinson’s Disease. We will present evidence suggesting that the auditory and somatosensory mechanisms interact to contribute to these deficits, and that sensory mechanisms provide important contributions to treatment benefit.</td>
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<th>Session Code: 1433</th>
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<td>PDH(s): 2 Hrs</td>
<td>Location/Room: CC/201C</td>
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<td>Topic Area:</td>
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<tr>
<td>Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Multiple Sclerosis: Neurologic Diagnostic Criteria/Therapies, Cognitive Rehabilitation, &amp; Identification/Management of Communication Concerns</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Bianca Weinstock-Guttman, Nancy Chiaravalloti, Kris Tjaden</td>
</tr>
<tr>
<td>Abstract:</td>
<td>This session is developed by, and presenters invited by, Motor Speech Disorders. This expert MS panel will 1) discuss recent advances in neurologic assessment and management related to symptoms, prevention, and QOL; 2) review cognitive deficits, updates on cognitive rehabilitation related to effective treatments, and relevant clinical applications; and 3) present clinical approaches to identify and manage complex communication problems in MS.</td>
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<th>Session Code: 1434</th>
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<td>PDH(s): 2 Hrs</td>
<td>Location/Room: CC/103A</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title:</td>
<td>I Don’t Speak that Language. How Do I Know if His Speech is Normal?</td>
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<tr>
<td>Presenter(s):</td>
<td>Ellen Kester, Leah Fabiano-Smith</td>
</tr>
<tr>
<td>Abstract:</td>
<td>This session is developed by, and presenters invited by, Speech Sound Disorders in Children. The make-up of SLPs in the United States does not match that of the national population. Consequently, most SLPs work with people from linguistic backgrounds that do not match our own. Even if we do not speak the other language, we can confidently distinguish speech sound disorders from speech differences.</td>
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<th>Session Code: 1435</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 2 Hrs</td>
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<td>Intermediate/Professional Education</td>
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<td>Topic Area:</td>
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<tr>
<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Evidence-Based Practice in the Modern NICU Environment</td>
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<tr>
<td>Presenter(s):</td>
<td>Pamela Dodrill, Memorie Gosa</td>
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<tr>
<td>Abstract:</td>
<td>This workshop will discuss recent changes in the preterm population, medical management in the NICU, and the implication of these changes on feeding issues in these infants. The theory and evidence behind different therapy strategies will be discussed, as well as methods for determining meaningful and measurable outcomes.</td>
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Session Code: 1436  
PDH(s): 2 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: The Surgical Patient: Clinical Considerations for the SLP in Post-Op Management of Swallow Function  
Presenter(s): Lara Hirner  
Abstract: Thoracic surgical procedures have the potential to significantly impact swallow anatomy and physiology, increasing risks for dysphagia and aspiration. Additionally, post-operative precautions may impact the nature and timing of swallow assessment. We will present essential guidelines and a clinical approach to assessment and management applicable to any surgical patient population.

Session Code: 1437  
PDH(s): 2 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: What’s Wrong With My Patient? Pulmonary & Neurological Disease Clues & Clinical Tactics  
Presenter(s): James Coyle  
Abstract: This session extends the “What’s Wrong With My Patient” theme, focusing on two crucial areas of medical record clues, clinical observations, making predictions and data collection: pulmonary function and neurological sensorimotor function. Purpose: help clinicians more expertly predict hidden impairments and explain obvious ones from examination and chart data.

Session Code: 1440  
PDH(s): 2 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Grand Rounds in Tracheoesophageal Puncture  
Presenter(s): Carla DeLassus Gress, Glenn Bunting, Daniel Deschler, Ann Kearney  
Abstract: Utilizing an interactive "Grand Rounds" format, this session provides an update on surgical, prosthetic, and behavioral aspects of management that influence development of optimal vocal communication following laryngectomy. The audience is invited to raise questions regarding specific patient-related problems or general issues (e.g., reimbursement) of TEP clinical practice.

Session Code: 1441  
PDH(s): 2 Hrs  
Level/Type: Intermediate/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Providing Voice Therapy in the 21st Century  
Presenter(s): Lisa Kelchner, Michael Towey, Eva van Leer, Jarrad Van Stan  
Abstract: This session is developed by, and presenters invited by, Voice and Alaryngeal Communication. Voice therapy in the 21st century will see a dramatic increase in the incorporation of technology into everyday clinical care, specifically via web-based telepractice programs, smartphones, and electronic documentation. This session will cover the integration of telehealth, use of smartphone apps, ambulatory biofeedback, and electronic documentation in voice therapy.

Session Code: 1446  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Classroom-Based Core Vocabulary Instruction for Students With Significant Cognitive Disabilities & Complex Communication Needs  
Presenter(s): Lori Geist, Karen Erickson, Penelope Hatch, Lisa Erwin-Davidson
**Abstract:** This session will review an implementation program for an approach to teaching symbolic communication to students with significant cognitive disabilities called the multi-tiered system for augmenting language (mSAL), which uses a universal core vocabulary. Instructional strategies, program components and preliminary outcomes from 17 participating classrooms will be presented.

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<th>Session Code</th>
<th>Date</th>
<th>Location/Room</th>
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<th>Level/Type</th>
<th>Topic Area</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Abstract</th>
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<tr>
<td>1447</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/201B</td>
<td>1 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Engaging Lesson Plan Ideas for Teaching Language to AAC Users</td>
<td>Lauren Enders</td>
<td>In this session, participants will learn how a set of engaging, reusable, and low-cost lesson plans can be used to teach language to AAC users. Lessons will target teaching core vocabulary and will highlight use of aided language stimulation. Demonstrations and participant practice opportunities will be provided.</td>
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<tr>
<td>1448</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/117</td>
<td>1 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Use of Objective Procedures to Determine Efficacy of Assessment &amp; Intervention in AAC</td>
<td>Meher Banajee</td>
<td>AAC systems are often selected on basis of clinician familiarity, client preferences and availability of the systems. Intervention also is provided with limited objectivity and evidence of its efficacy. Use of objective measures for device selection during assessment and efficacy of intervention procedures will be discussed in this presentation.</td>
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<tr>
<td>1450</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/Terrace Ballroom I</td>
<td>1 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Examining the Development of Theory of Mind Through Language: Implications for Assessment &amp; Intervention</td>
<td>Lei Sun, Raquel Macias</td>
<td>This presentation aims to discuss the development of ToM, relationship between ToM and language, deficits of ToM in children with language impairments and autism, assessments of ToM, and intervention that can be used to facilitate the development of ToM. The findings of a small sample study will also be presented.</td>
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<tr>
<td>1451</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/Ballroom A</td>
<td>1 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Treating Toddlers With ASD: Using Naturalistic Developmental Behavioral Interventions in Clinical Practice</td>
<td>Jennifer Sharpless</td>
<td>Naturalistic Developmental Behavioral Interventions is a term coined by leading experts in the field of ASD to describe empirically-based treatments for ASD that are delivered in ecologically-valid contexts. This presentation will explain how SLPs can use the common features of NDBIs to deliver evidence-based intervention to toddlers with ASD.</td>
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<td>1458</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/115A</td>
<td>1 Hrs</td>
<td>Intermediate/Professional Education</td>
<td>Craniofacial and Velopharyngeal Disorders (SLP)</td>
<td>Speech &amp; Resonance Assessment for English-Speaking &amp; Linguistically Diverse Children</td>
<td>Kelly Cordero, Kristina Wilson</td>
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**Session Code:** 1447  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Engaging Lesson Plan Ideas for Teaching Language to AAC Users  
**Presenter(s):** Lauren Enders  
**Abstract:** In this session, participants will learn how a set of engaging, reusable, and low-cost lesson plans can be used to teach language to AAC users. Lessons will target teaching core vocabulary and will highlight use of aided language stimulation. Demonstrations and participant practice opportunities will be provided.

**Session Code:** 1448  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Use of Objective Procedures to Determine Efficacy of Assessment & Intervention in AAC  
**Presenter(s):** Meher Banajee  
**Abstract:** AAC systems are often selected on basis of clinician familiarity, client preferences and availability of the systems. Intervention also is provided with limited objectivity and evidence of its efficacy. Use of objective measures for device selection during assessment and efficacy of intervention procedures will be discussed in this presentation.

**Session Code:** 1450  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Examining the Development of Theory of Mind Through Language: Implications for Assessment & Intervention  
**Presenter(s):** Lei Sun, Raquel Macias  
**Abstract:** This presentation aims to discuss the development of ToM, relationship between ToM and language, deficits of ToM in children with language impairments and autism, assessments of ToM, and intervention that can be used to facilitate the development of ToM. The findings of a small sample study will also be presented.

**Session Code:** 1451  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Treating Toddlers With ASD: Using Naturalistic Developmental Behavioral Interventions in Clinical Practice  
**Presenter(s):** Jennifer Sharpless  
**Abstract:** Naturalistic Developmental Behavioral Interventions is a term coined by leading experts in the field of ASD to describe empirically-based treatments for ASD that are delivered in ecologically-valid contexts. This presentation will explain how SLPs can use the common features of NDBIs to deliver evidence-based intervention to toddlers with ASD.
**Abstract:** This session is developed by, and presenters invited by, SIG 5: Craniofacial and Velopharyngeal Disorders. Perceptual evaluation for a child with cleft palate and/or velopharyngeal dysfunction is used to determine whether speech disorders are due to anatomy or articulation errors. This session will review the anatomy and physiology and provide training for thorough assessment of English-speaking and linguistically diverse children with clefts.

**Session Code:** 1460  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Fluency (SLP)  
**Title:** Rational Emotive Behavior Therapy (REBT) for Stuttering  
**Presenter(s):** Heather Grossman

**Abstract:** This session is developed by, and presenters invited by, the American Board of Fluency and Fluency Disorders. REBT, developed by Albert Ellis, in 1955, is an action-oriented approach to managing cognitive, emotional, and emotional disturbances. This workshop will outline the basic principles of REBT, apply it to stuttering, and present exercises to help clients shift the negative cognitions that trigger anxiety and tenser stuttering.

**Session Code:** 1461  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** The Dynamic Social Self as a Way to Understand Change in Stuttering  
**Presenter(s):** Anthony Buhr, Richard Arenas

**Abstract:** This paper explores the dynamic social self as a way to understand change in stuttering. It will be argued that the self functions as the “governor” of social-communicative behavior, and therefore serves as an appropriate target for stuttering treatment.

**Session Code:** 1471  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Beyond Social Skills: Defining & Fostering Social-Emotional Learning Competencies for School-Age Youth  
**Presenter(s):** Lisa Hiley

**Abstract:** A growing body of research affirms the importance of social-emotional (SEL) competencies and links development to school successes. This presentation unpacks prominent frameworks, outlines integrated supports and professional practices, and links current research to definitions of social communication. Therapy goals and strategies for addressing SEL within clinical practice are included.

**Session Code:** 1473  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** I’m Not Naughty; Help Me Communicate Conventionally  
**Presenter(s):** Glenis Benson

**Abstract:** The inability to communicate conventionally, if often replaced by ‘behavior.’ The child needs a way to communicate his/her functional needs. The form needs to change; enter the SLP. Functional assessments and subsequent strategies for replacement behaviors will be discussed.
### Title: New Ways of Thinking About Language Assessment for School-Age Children: Are Subtypes Real?
**Presenter(s):** Nickola Nelson, Cheryl Scott
**Abstract:** Identifying language impairment is fundamentally different from diagnosing the nature of an individual student’s disorder. Recognizing this distinction requires a paradigm shift and a model for conducting and interpreting comprehensive assessment for school-age students. Participants will practice applying a quadrant model and consider whether the evidence supports subtypes.

**Session Code:** 1476  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)

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### Title: Be Creative: Performing Arts Programs for Aphasia Groups
**Presenter(s):** Ginette Abbanat, Karen Castka
**Abstract:** Opportunities for persons with aphasia (PWA) to participate in performing arts may be limited, but self-expression through the arts can be empowering, therapeutic, and instrumental in improving quality of life. This presentation will illustrate unique aphasia-friendly performing arts programs: Musical Theater Production, Improvisation, Video Broadcasting, Mock Trial and Aphasia Chorus.

**Session Code:** 1477  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)

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### Title: Targeting Collaborative Referencing in Aphasia: Evidence From a Single-Case Experimental Study
**Presenter(s):** Suma Devanga, Julie Hengst
**Abstract:** Taking a social approach to aphasia intervention, this multiple probe study investigates the functional relation between collaborative referencing during the barrier treatment protocol (Hengst, Duff, & Dettmer, 2010) and improved naming and conversational abilities in four participants with aphasia. Findings and clinical implications will be discussed.

**Session Code:** 1478  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)

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### Title: Actions Speak Louder Than Words: Assessing & Facilitating Verb Lexicon Growth
**Presenter(s):** Ning Hsu, Pamela Hadley
**Abstract:** Verbs play a special role in early childhood language development. We will present developmental expectations for children’s verb growth and how to identify verb targets for intervention. We will also provide input strategies to facilitate verb learning with toddlers and preschoolers.

**Session Code:** 1479  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)

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### Title: Five Books, Five Strategies: An Innovative Approach to Phonological Awareness Training for Early Childhood Educators
**Presenter(s):** Laurie Mack, Tara Jacquet
**Abstract:** This seminar will present an innovative approach to teaching early childhood educators about phonological awareness and oral vocabulary using a set of 5 common children’s books. Attendees will learn how to structure training sessions targeting specific PA and oral vocabulary strategies using demonstration, group practice, and video coaching/feedback.

**Session Code:** 1480  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)
### Pre-Intentional & Preverbal Communicators: Using Developmental Patterns to Inform Practice

**Presenter(s):** Jacqueline Neiman, Samantha Scripture, Gwyneth Rost

**Abstract:** We review current literature on the development of communicative intent in gestures and verbal behavior. We include evidence from typically developing and disordered populations (including, but not limited to, Autism Spectrum Disorder). We then discuss evidence-based methods of eliciting joint attention, intentional behavior, and verbal behavior in the early-intervention population.

**Session Code:** 1481  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Literacy Assessment and Intervention (SLP)  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/112AB  
**Session Format:** Seminar 1-hour

### Preschool Name Writing: A Developmentally Appropriate Screening Measure for Identifying Children at Risk for Reading Difficulties

**Presenter(s):** Joy Diamond, Hillary Harper, Karen Erickson

**Abstract:** Identifying preschool children who qualify for early intervention services often requires a lengthy assessment process. This presentation shares how a name writing assessment paired with a letter naming assessment at the beginning of preschool can be an effective means of identifying students who would benefit from early intervention.

**Session Code:** 1482  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Motor Speech Disorders (SLP)  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/119A  
**Session Format:** Seminar 1-hour

### A Video Seminar on Differential Diagnosis of Mixed Dysarthrias Associated With Neurodegenerative Disorders

**Presenter(s):** Emily Wang, Leo Verhagen Metman

**Abstract:** The proposed seminar will demonstrate the process of differential diagnosis of mixed dysarthrias associated with neurodegenerative diseases through a series of video-taped clinical cases. A flow chart is provided to help with the decisions of differential diagnosis.

**Session Code:** 1483  
**PDH(s):** 1 Hrs  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/103A  
**Session Format:** Seminar 1-hour

### Individual Differences in Online Language Processing

**Presenter(s):** Jessica Hall, James Montgomery, Richard Schwartz, Amanda Van Horne, Thomas Farmer, Bob McMurray, Karla McGregor

**Abstract:** This panel focuses on research on individual differences in online language processing. Panelists will present recent data exploring real-time language comprehension across populations. Topics include word recognition and sentence parsing, with an emphasis on how individual differences in hearing ability, language ability, and cognitive ability affect spoken language processing.

**Session Code:** 1484  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/118AB  
**Session Format:** Seminar 1-hour

### Phonological Remediation & Target Selection for Children With Highly Unintelligible Speech

**Presenter(s):** Raul Prezas, Lesley Magnus, Debra Preisser, Barbara Hodson

**Abstract:** The purpose of this presentation is to discuss phonological remediation and target selection for children with highly unintelligible speech. Topics will include discussions of various populations including children who are early childhood/Pre-K, school age, bilingual (emphasis on Spanish-English), and special populations.

**Session Code:** 1485  
**PDH(s):** 1 Hrs  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Terrace Ballroom IV
**2016 ASHA Convention Program Sessions**

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<tr>
<th>Session Code</th>
<th>Date</th>
<th>Location/Room</th>
<th>Level/Type</th>
<th>PDH(s)</th>
<th>Topic Area</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>1487</td>
<td>Fri</td>
<td>CC/111AB</td>
<td>Intermediate/Professional Education</td>
<td>1 Hrs</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Fiberoptic Endoscopic Evaluation of Swallowing: Clinical Applications in the NICU</td>
<td>Jenny Reynolds, Erika Armstrong</td>
<td>The components of a multi-disciplinary FEES program in the NICU will be described. The literature on FEES including a new study completed on the efficacy of FEES in detecting penetration and aspiration in neonates will be discussed as will the clinical applications of FEES for bottle and breastfeeding infants.</td>
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<tr>
<td>1495</td>
<td>Fri</td>
<td>CC/Terrace Ballroom I</td>
<td>Intermediate/Professional Education</td>
<td>1 Hrs</td>
<td>Voice and Alaryngeal Communication (SLP)</td>
<td>Multidisciplinary Approach to Evaluation &amp; Treatment of the Airway Patient</td>
<td>Marissa Simpson, Alexander Hillel, Kristine Teets, Brittany Palmer</td>
<td>Many voice centers use a multidisciplinary approach to the treatment of voice and swallowing disorders, but airway patients are typically the laryngologist’s domain. Several case studies will be presented with the goal of opening a dialogue about the role of the SLP with this population in the multidisciplinary clinic setting.</td>
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<tr>
<td>1496</td>
<td>Fri</td>
<td>CC/Terrace Ballroom II</td>
<td>Intermediate/Professional Education</td>
<td>1 Hrs</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Utilize Personal Narratives to Facilitate the Development of ToM in School-Age Children With Autism</td>
<td>Lei Sun, Abbie Hill</td>
<td>This presentation will discuss the development of ToM and mental state terms and their relationship, narrative development in children with autism, and the effectiveness of using personal narratives in facilitating the development of ToM, narrative discourse and use of mental state terms. A single case study will also be presented.</td>
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<tr>
<td>1503</td>
<td>Fri</td>
<td>CC/117</td>
<td>Intermediate/Professional Education</td>
<td>1 Hrs</td>
<td>Craniofacial and Velopharyngeal Disorders (SLP)</td>
<td>See, I’ve Grown: A Service Delivery Model for Young Adults With Cleft Lip/Palate</td>
<td>Brenda Loxton Louw, Linda Vallino</td>
<td>We compare the health needs between children and young adults with CL/P. Patient-reported experiences about the impact of a cleft are described. A service delivery model integrating quality of life into the ICF framework is presented. Lastly, transition of care for the young adult with CL/P is highlighted.</td>
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<td>1505</td>
<td>Fri</td>
<td>CC/109AB</td>
<td>Intermediate/Professional Education</td>
<td>1 Hrs</td>
<td>Fluency (SLP)</td>
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**Speech-Language Pathology Sessions (updated as of 9/2/16)**

**Page 54**
Title: What I Wish my SLP Knew About Stuttering
Presenter(s): Rodney Gabel, Michael Boyle, Sara MacIntyre, Derek Daniels
Abstract: This session is developed by, and presenters invited by, Fluency. The purpose of this seminar is to present points of view from speech-language pathologists who were also previous clients in stuttering therapy regarding what they believe to be important aspects of successful therapy.

Session Code: 1506
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Fluency (SLP)
Date: Friday, November 18, 2016
Location/Room: Marriott/Liberty Ballroom
Session Format: Seminar 1-hour

Title: Working With Temperament Styles in Children Who Stutter & Their Families
Presenter(s): Kurt Eggers
Abstract: This seminar will focus on a) an overview of the concept of temperament and findings in children who stutter, b) different ways to include this in the diagnostic process, and c) several practical/therapeutically relevant illustrations, (e.g., changing the way in which parents... interact with the child or modifying the environment).

Session Code: 1515
PDH(s): 1 Hrs
Level/Type: Intermediate/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Date: Friday, November 18, 2016
Location/Room: CC/113C
Session Format: Seminar 1-hour

Title: Evidence of Oral Narrative Language Interventions Improving Academic Skills of School-Age Students
Presenter(s): Douglas Petersen, Trina Spencer, Roger Steeve, Chelsey Gardner
Abstract: This purpose of this research panel is to present the results of several oral narrative intervention studies which measured academic outcomes such as reading comprehension, inferential word learning, and writing.

Session Code: 1516
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Date: Friday, November 18, 2016
Location/Room: CC/115A
Session Format: Seminar 1-hour

Title: Improving Behavior Regulation for Children With LI: Application of Current Intervention Research
Presenter(s): Mary Beth Schmitt
Abstract: Children with strong behavior regulation make more gains over time than children with weaker behavior regulation. Research suggests that children with LI may benefit from direct intervention promoting behavior regulation, as well as from classroom-based support strategies. This presentation will elaborate on current research and offer specific strategies for SLPs.

Session Code: 1517
PDH(s): 1 Hrs
Level/Type: Introductory/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Date: Friday, November 18, 2016
Location/Room: CC/114
Session Format: Seminar 1-hour

Title: Maximizing Students’ Narrative Language Competence: Two Approaches to Treatment
Presenter(s): Beverly Collisson, Karen Bussiere
Abstract: This session describes a six-week oral narrative treatment program designed for students with language impairment in the second through fourth grades and demonstrates the effects of the treatment across two different service delivery conditions. The advantages of each service delivery model, parent-implemented and speech-language pathologist implemented, will be discussed.

Session Code: 1518
PDH(s): 1 Hrs
Level/Type: Introductory/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Date: Friday, November 18, 2016
Location/Room: CC/115B
Session Format: Seminar 1-hour

Title: Mothers’ Communication During Shared Reading With Daughters With Rett Syndrome
Presenter(s): Allison Dennis
## Abstract:
Little research has investigated communication between parents and daughters with Rett syndrome during shared reading. This study describes mothers’ communication when reading familiar/unfamiliar books before/after learning a print referencing strategy. Using this information, parents can refine communication with daughters with Rett syndrome to improve language, literacy, communication outcomes.

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<tr>
<th>Session Code: 1519</th>
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<td>PDH(s): 1 Hrs</td>
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<tr>
<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Writing Measurable &amp; Academically Relevant IEP Goals With 80% Accuracy Over Three Consecutive Trials</td>
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<td>Presenter(s): Emily Diehm, Michael Dillon</td>
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<td>Abstract: We will discuss how to use state-standards to develop functional and academically relevant IEP goals, as well as how to write a goal using the S.M.A.R.T. strategy. Opportunities will be provided to assess the quality of real-life IEP goals and practice writing goals for students on your caseload.</td>
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<th>Session Code: 1520</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 1 Hrs</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Phonological Treatment in Aphasia: Getting at the Core Deficit</td>
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<td>Presenter(s): Pelagie Beeson, Kindle Rising, Chelsea Bayley</td>
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<td>Abstract: Phonological impairment is common in individuals with aphasia. We will describe a treatment sequence implemented to address this core deficit and present outcome data from 18 participants. Phonological treatment contributed to improved written language skills, including striking gains in functional text level writing for some participants.</td>
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<th>Session Code: 1521</th>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Quality or Quantity of Language – Where to Focus?</td>
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<tr>
<td>Presenter(s): Ronda Rufsvold, Kathleen Youse, Maria Hartman, Ye Wang</td>
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<td>Abstract: Using LENA technology and linguistic analyses, the language of auditory oral children with hearing loss was analyzed. The quantity of language (word counts, child vocalizations) and quality of language (lexical, syntactical, and clausal diversity) were investigated in 45 households. The results and implications will be discussed.</td>
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<th>Session Code: 1522</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 1 Hrs</td>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: Assessing Morphological Awareness in Arabic: Why &amp; How?</td>
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<td>Presenter(s): Sana Tibi, John Kirby</td>
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<td>Abstract: The purpose of this proposal is to explore the role of morphological awareness (MA) in reading Arabic. To achieve this goal, a number of MA tasks across different dimensions are designed, piloted, and validated using factor analysis. The predictive role of MA with reading is investigated using hierarchical regression analysis.</td>
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<th>Session Code: 1523</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 1 Hrs</td>
<td>Location/Room: CC/112AB</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: Implementation of a Mentored Explicit Phonological Awareness Instruction for Vulnerable Four-Year-Olds</td>
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<tr>
<td>Presenter(s): Ann Tyler, Michele Anderson</td>
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Abstract: Fifteen 4-year-old preschool classrooms (158 children) participated in a 10-week quasi experimental study focusing on explicit phonological instruction provided by teachers who were mentored weekly by SLP graduate students. Classroom teacher skills and perceptions regarding phonological awareness, and the children’s changes in phonological awareness abilities are analyzed and discussed.

Session Code: 1524  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Literacy Assessment and Intervention (SLP)  
Date: Friday, November 18, 2016  
Location/Room: CC/116  
Session Format: Seminar 1-hour  
Title: Writing in Social Contexts: Outcomes With Children With Communicative Disorders  
Presenter(s): Holly Damico, Ryan Nelson, Christine Weill, Jeonga Kim, Jack Damico  
Abstract: This presentation will demonstrate the impact of social process models of writing with children with communication disorders. Brief background on social process writing will be provided in order to situate the writing intervention conducted and the outcomes. Several case study demonstrations will illustrate the process and impact.

Session Code: 1525  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Date: Friday, November 18, 2016  
Location/Room: CC/118AB  
Session Format: Seminar 1-hour  
Title: What People With Parkinson’s Disease Tell Us About Speech Treatment: Implications for Clinical Practice  
Presenter(s): Kathryn Yorkston, Carolyn Baylor, Deanna Britton  
Abstract: Understanding perspectives of people with Parkinson’s disease (PD) is critical in developing effective interventions. Analysis of qualitative interviews suggests many positive experiences (e.g. caring therapists; increased awareness), but also areas for improvement (e.g. increased focus on the cognitive demands of speaking and on the psychosocial aspects of communication).

Session Code: 1526  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Date: Friday, November 18, 2016  
Location/Room: CC/Ballroom B  
Session Format: Seminar 1-hour  
Title: Advocacy for Best Practice in Swallow Screening  
Presenter(s): Heather Warner, Debra Suiter, Steven Leder  
Abstract: Clinical practice has not kept pace with research on screening for aspiration risk. Blinded comparisons of simultaneous clinical swallowing evaluations versus fiberoptic endoscopic evaluations of swallowing found discrepancies in interpretation but not in clinical recommendations. Consequences are discussed. An advocacy plan for implementation of evidence-based practice change is provided.

Session Code: 1527  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Date: Friday, November 18, 2016  
Location/Room: CC/Terrace Ballroom IV  
Session Format: Seminar 1-hour  
Title: Everything You Need to Know About Saliva & Its Impact on Swallowing  
Presenter(s): Rebecca Affoo, Angela Dietsch, Nicole Rogus-Pulia, Sid Fels, Andrew Ho, Heidi Kletzien, Nadine Connor  
Abstract: Saliva plays an important role in swallowing. Impaired salivary volumes (hyposalivation) and symptoms of dry mouth (xerostomia) are often associated with dysphagia. This oral session will 1) summarize literature pertaining to saliva and swallowing; 2) present current research on this topic, and 3) clarify clinical implications of this work.

Session Code: 1530  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Date: Friday, November 18, 2016  
Location/Room: CC/113A  
Session Format: Seminar 1-hour  
Title: Current Updates in Head & Neck Cancer Management: A Multidisciplinary Approach
**Presenter(s):** Heather Starmer, Harry Quon, Jeremy Richmond, Tamar Kotz  
**Abstract:** This session is developed by, and presenters invited by, Voice and Alaryngeal Communication. Care of the patient with head and neck cancer is complex and requires a multidisciplinary team. In this session, a multidisciplinary panel will discuss updates in surgical, non-surgical, and rehabilitative treatment of patients with head and neck cancer.

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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td><strong>Title:</strong> Measuring Cepstral Peak Prominence Using PRAAT &amp; ADSV: Research Evidence &amp; a Demonstration</td>
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<tr>
<td><strong>Presenter(s):</strong> Christopher Watts, Shaheen Awan, Youri Maryn</td>
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<td><strong>Abstract:</strong> This presentation will demonstrate how cepstral peak prominence (CPP) is obtained from PRAAT and ADSV software programs. Results from two recent experiments in English and Flemish speakers will also be presented which compared measurement reliability using the two programs. Results indicated significant and very strong correlations between the respective programs.</td>
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<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td><strong>Title:</strong> Voice Rest: Considering All Three Pillars of Evidence-Based Practice</td>
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<td><strong>Presenter(s):</strong> Renee King, Carol Tolejano</td>
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<td><strong>Abstract:</strong> This presentation will review the rationale for the use of voice rest in different scenarios, including postoperatively; clinical practice patterns; and current research evidence regarding efficacy. Adherence, quality of life, socioeconomic factors, and considerations for professional voice users and performers will be discussed.</td>
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<th>Date: Saturday, November 19, 2016</th>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Seminar 2-hours</td>
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<tr>
<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td><strong>Title:</strong> Advances in Evidence-based Practice in Augmentative and Alternative Communication</td>
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<td><strong>Presenter(s):</strong> Ralf Schlosser, Kathryn Yorkston, Christine Dollaghan, John Costello</td>
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<td><strong>Abstract:</strong> This session is developed by, and presenters invited by, Augmentative and Alternative Communication (AAC). A critical part of EBP is to identify the best and most current research evidence to inform clinical practice. This panel will provide an overview of evidence-based sources for AAC and strategies for navigating these sources. We will use case examples to illustrate how clinicians might apply the proposed process.</td>
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<td>Level/Type: Intermediate/Professional Education</td>
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<tr>
<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td><strong>Title:</strong> Designing Evidence-Based AAC Systems for Young Children to Enhance Language &amp; Communication Development</td>
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<td><strong>Presenter(s):</strong> Janice Light</td>
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<td><strong>Abstract:</strong> This session will share results from many research studies to improve the design of AAC apps to increase appeal, reduce learning demands, and support language, literacy, and communication. Videotaped case examples will be used to illustrate the effects of these AAC systems on the communication of young children with CCN.</td>
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<td>Level/Type: Intermediate/Professional Education</td>
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<tr>
<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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**2016 ASHA Convention Program Sessions**

**Title:** iPad & EBP: Transforming Toy Into Tool in Education  
**Presenter(s):** Aubrey Klingensmith, Mai Ling Chan, Danielle Reed  
**Abstract:** This session will explore using the iPad as a clinical tool to conduct organized, interactive, and evidence-based therapy while highlighting its intuitive design, inherent novelty, and entertainment value. Helpful iPad features, related apps, and wearables will be discussed in the context of how they support evidence-based practice in education.

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<th>Session Code</th>
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<td>1609</td>
<td>Saturday, Nov 19</td>
<td>CC/103B</td>
<td>Advanced/Professional Education</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>iPad &amp; EBP: Transforming Toy Into Tool in Education</td>
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**Title:** The Collection & Analysis of Language Samples From Adult AAC Speakers  
**Presenter(s):** Katya Hill, Szu-Han Chen, Thomas Kovacs  
**Abstract:** Language sampling provides the most representative evidence of an individual’s expressive linguistic/communication competence. Language sampling protocols, tools and resources are presented to make data gathering, analysis and reporting for adults using AAC systems a viable and efficient method of assessment, monitoring and performance measurement to determine treatment effectiveness.

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<td>1610</td>
<td>Saturday, Nov 19</td>
<td>CC/Terrace Ballroom I</td>
<td>Introductory/Professional Education</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>The Collection &amp; Analysis of Language Samples From Adult AAC Speakers</td>
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</table>

**Presenter(s):** Catherine Horton, Lori Frost, Jo-Anne Matteo, Jill Waegenaere  
**Abstract:** Applied Behavior Analysis is the practice of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors. Treatment goals for speech-language pathologists and behavior analysts often overlap. This presentation will provide an overview of ABA, collaboration recommendations and practical applications to speech and language therapy.

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<th>Level/Type</th>
<th>Topic Area</th>
<th>Title</th>
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<tr>
<td>1611</td>
<td>Saturday, Nov 19</td>
<td>CC/Terrace Ballroom II</td>
<td>Intermediate/Professional Education</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>ABA for SLPs</td>
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</tbody>
</table>

**Presenter(s):** Lynn Koegel, Stephen Camarata  
**Abstract:** The ASHA specialty board certification working group recently submitted proposed educational and clinical competencies for specialty recognition for assessment and treatment of speech, language, and social skills in Autism Spectrum Disorder (ASD). Two of the committee members will present these competencies in this public forum on the proposed SLP BC-ASD.

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<th>Title</th>
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</table>

**Presenter(s):** Leslie Blome, Maureen Zelle  
**Abstract:** Emotional regulation is the foundational skill necessary for developing joint attention and is essential to social engagement, communication, and learning. Children with autism spectrum disorders (ASD) have particular difficulty staying regulated. This session will detail practical cognitive/language strategies for supporting emotional regulation in the classroom, including visual schedules.

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**Speech-Language Pathology Sessions (updated as of 9/2/16)**
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<th>Session Code</th>
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<tr>
<td>Session Format: Seminar 2-hours</td>
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</table>

**Title:** Executive Control, Social Skills & Language...How Do the Puzzle Pieces Fit & Why?  
**Presenter(s):** Laurie Bukala  
**Abstract:** Understand how weak executive functioning affects the social interaction of children with special needs, in everyday tasks like sharing, taking turns, picking up on subtle social cues and staying attentive in class. Learn how to support these “executive” skills and increase the success of students’ social interaction with peers.

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<th>Session Code: 1614</th>
<th>Date: Saturday, November 19, 2016</th>
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<tr>
<td>Level/Type:       Intermediate/Professional Education</td>
<td>Session Format: Seminar 2-hours</td>
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<tr>
<td>Topic Area:       Autism Spectrum Disorders (SLP)</td>
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</table>
| Title: Facilitating the “Social” in Social Communication: The Importance of Pre-Linguistic Skills in Children With ASD  
**Presenter(s):** Lauren Mathews, Crystal Hough, Grace McFarling  
**Abstract:** This presentation will give definitions and evidence behind the pre-linguistic skills required for intentional verbal communication. Attendees will learn what the required pre-linguistic skills are, why they are crucial to evoking change in intentional communication and social relationships, and how they can be targeted through evidence based practice.

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<td>Level/Type:       Intermediate/Professional Education</td>
<td>Session Format: Seminar 2-hours</td>
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<tr>
<td>Topic Area:       Language and Learning in School-Age Children and Adolescents (SLP)</td>
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</tbody>
</table>
| Title: Language for Self-Regulation: Communication-Based Strategies to Facilitate Executive Function  
**Presenter(s):** Christine Wing  
**Abstract:** Language skills make important contributions to the development of executive function. Activities to facilitate internal state language (an important aspect of language for self-regulation) across age groups are provided. Presentation includes communication-based strategies that promote development of self-regulation for individuals with language impairment, attention deficit/hyperactivity disorder, autism, and trauma.

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<th>Session Code: 1625</th>
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<td>Session Format: Seminar 2-hours</td>
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<tr>
<td>Topic Area:       Language and Learning in School-Age Children and Adolescents (SLP)</td>
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</tbody>
</table>
| Title: Practical Classroom Performance Assessment (CPA)  
**Presenter(s):** Wayne Secord  
**Abstract:** This program will showcase the process of Classroom Performance Assessment (CPA). It will present an overview of practical strategies used to describe and analyze a student’s classroom difficulties and needs. Case studies will show how the CPA is used to unite professionals and develop high quality curriculum-based Intervention plans (IEPs).
### Social Language Skills Training for Neuro-Typical Children & Those With Developmental Disabilities — Including Autism

**Presenter(s):** Rosslyn Delmonico

**Abstract:** This seminar presents theoretical models, evidence-based teaching methods (i.e. multi-sensory, errorless learning, emotional intelligence, curiosity) and “hands-on activities” to effectively support social language skills training. Also addressed are the social ramifications of technology on Generation Z, and the need for explicit social language instruction within school curriculum.

**Session Code:** 1628  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/113C  
**Level/Type:** Introductory/Professional Education  
**Session Format:** Seminar 2-hours  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Social Language Skills Training for Neuro-Typical Children & Those With Developmental Disabilities — Including Autism

### The Impact of Language Learning Differences on Learning Mathematics & How the SLP Can Help

**Presenter(s):** Karen Tzanetopoulos, Nancy Krasa

**Abstract:** Children with language learning challenges often struggle with learning mathematics, due to the abstract and complex language of math. CCSS place a heavy emphasis on language in math instruction, including explaining answers, reading, writing, and story problems. Transform your fear of math into your ability to advocate for these children.

**Session Code:** 1629  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/123  
**Level/Type:** Introductory/Professional Education  
**Session Format:** Seminar 2-hours  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** The Impact of Language Learning Differences on Learning Mathematics & How the SLP Can Help

### The Role of the SLP & SLA in Assessing & Implementing AT for Language, Literacy & Learning

**Presenter(s):** Kelsey Hall, Emma Kuras

**Abstract:** With approximately 35% of k-12 students coded with SLD in the US (NCES, 2015), assistive technology is necessary for student success. This session will discuss and demonstrate the critical role of the SLP and SLA in assessing, training, and implementing AT with students to support language, literacy, and learning growth.

**Session Code:** 1630  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/115A  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Seminar 2-hours  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** The Role of the SLP & SLA in Assessing & Implementing AT for Language, Literacy & Learning

### What If? Imagining a Future Through Project-Based Learning

**Presenter(s):** Nancy Tarshis, Allison Brudner, Noor Al Radi

**Abstract:** Learn the how/why of creating an Imagination Chapter: teaching students to build and share their imaginations. Through teaching strategies around planning/organizing, rethinking mistakes, reframing mindsets, and just plain fun, we spark the condition of possibility for flexing creative & cognitive-linguistic muscles for academic/social success within and beyond therapy.

**Session Code:** 1631  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/108A  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Seminar 2-hours  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** What If? Imagining a Future Through Project-Based Learning

### Aphasia Therapy: An Overdue Report Card

**Presenter(s):** Ryan Husak, Donald Freed, Robert Marshall

**Abstract:** In a 1972 JSHR article, Darley asked aphasiologists three questions about the efficacy of language therapy for adults with aphasia. Information presented in this seminar addresses the answers we have, work to be done, and the challenges of answering these questions in today’s health care system.

**Session Code:** 1632  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/113A  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Seminar 2-hours  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Aphasia Therapy: An Overdue Report Card

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**Speech-Language Pathology Sessions (updated as of 9/2/16)**
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<td>1633</td>
<td>Saturday, November 19, 2016</td>
<td>CC/112AB</td>
<td>Intermediate/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Clinical Application of Discourse Analysis in Aphasia</td>
<td>Jessica Obermeyer, Lisa Edmonds</td>
<td>Clinical application of discourse measures for aphasia assessment will be discussed via a review of specific discourse elicitation methods and analyses that address micro and macro linguistic structure. Clinical cases will demonstrate how discourse measures can be implemented to provide insight into linguistic impairments and mechanisms for change.</td>
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<td>1634</td>
<td>Saturday, November 19, 2016</td>
<td>CC/125</td>
<td>Introductory/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Nonverbal Cognition in Aphasia: Why SLPs Should Pay Attention to Learning</td>
<td>Sofia Vallila-Rohter, Lauryn Zipse, Marjorie Nicholas</td>
<td>Language is the principal deficit of aphasia; however clinicians and researchers frequently notice cognitive deficits. Importantly, severity of language deficits does not predict cognitive ability. In this seminar, we will review research examining nonlinguistic cognitive deficits in aphasia and will discuss clinical implications, diagnosis and incorporation into therapy goals.</td>
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<td>1635</td>
<td>Saturday, November 19, 2016</td>
<td>CC/119A</td>
<td>Intermediate/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Therapy for Dementia in the New Health Care Environment</td>
<td>Nancy Shadowens, Margaret Watson</td>
<td>The focus of the presentation is to provide an overview of therapy protocols for dementia. Case studies and video examples will be utilized to advance knowledge about the importance of staging, how to document effectively, prove medical necessity, write productive goals, and implement five evidence-based interventions for successful therapy outcomes.</td>
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<td>1636</td>
<td>Saturday, November 19, 2016</td>
<td>CC/Terrace Ballroom III</td>
<td>Intermediate/Professional Education</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Toss the Workbooks: Person-Centered, Evidence-Based Interventions for People With Dementia</td>
<td>Becky Khayum, Michelle Bourgeois, Ellen Hickey, Jennifer Brush, Natalie Douglas</td>
<td>The necessity of documenting reimbursable treatment activities for persons with dementia may lead to the selection of activities that result in a measurable score but may not be functional or meaningful. This presentation will highlight how to integrate person-centered assessment and treatment strategies into evidence-based interventions, illustrated through case studies.</td>
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<td>1637</td>
<td>Saturday, November 19, 2016</td>
<td>CC/119B</td>
<td>Introductory/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Beginning with Babble: Accessible Technology for Parents in High-Needs Areas to Stimulate Language Growth</td>
<td>Catherine Gottfred, Nina Smith, Callie Wilbat, John Lybolt, Emily Nierman</td>
<td>The Beginning with Babble app helps caregivers engage zero to 4-year-olds with age-appropriate language. Participants will receive a free app download and learn how to enhance communication frequency and quality in low-print/low-verbal homes. Participants will learn how the app provides an evidence-based approach to parent-child play and pre-literacy activities.</td>
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PROMPT Case Studies: Achieving Functional Communication Outcomes
Amy Clark

Abstract: Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a philosophy, approach, system and technique that helps clients reach their full potential. The Conceptual Framework and evidence-based research will be described. Interactive case studies will highlight how it is applied in assessment and treatment to attain optimal functional communication outcomes.

Session Code: 1639
PDH(s): 2 Hrs
Date: Saturday, November 19, 2016
Location/Room: CC/115B
Level/Type: Intermediate/Research Submission
Session Format: Seminar 2-hours
Topic Area: Speech and Language Science (SLP)
Title: Modulation of Sensory Systems Before & During Speech Production: Typical & Disordered Speech
Presenter(s): Ludo Max, Roozbeh Behroozmand, Ayoub Daliri, Michael Hammer, Caroline Niziolek
Abstract: This seminar will illustrate recent insights in how the planning and execution of phonation and articulation modulates input processing in relevant sensory systems. Drs. Roozbeh Behroozmand, Ayoub Daliri, Michael Hammer, and Caroline Niziolek will present work from their laboratories and discuss the implications for models of typical and disordered speech.

Session Code: 1641
PDH(s): 2 Hrs
Date: Saturday, November 19, 2016
Location/Room: CC/121ABC
Level/Type: Intermediate/Professional Education
Session Format: Seminar 2-hours
Topic Area: Speech Sound Disorders in Children (SLP)
Title: Identification of Speech-Language Disorders in Toddlers
Presenter(s): A. Lynn Williams, Carol Stoel-Gammon
Abstract: This session is developed by, and presenters invited by, Speech Sound Disorders in Children. This invited session provides an overview of early speech/language development with a focus on identifying delay/disorders in toddlers. Types of speech/language behaviors in prelinguistic/ early linguistic development that serve as “red flags” for possible disorders will be discussed. The need for developmentally appropriate assessments will be highlighted.

Session Code: 1642
PDH(s): 2 Hrs
Date: Saturday, November 19, 2016
Location/Room: CC/204A
Level/Type: Intermediate/Professional Education
Session Format: Seminar 2-hours
Topic Area: Speech Sound Disorders in Children (SLP)
Title: No More Flippin’ Cards: Linking Speech Sound Intervention to Curriculum for Preschoolers & School-Age Children
Presenter(s): Clare Melanie Schuele, Tom Ehren
Abstract: Speech sound intervention too often relies on drill or repetitive practice in interactions that are not inclusive of meaningful verbal interactions. This session questions what has become business-as-usual speech sound intervention. We offer an alternative approach of curriculum-based speech sound intervention for preschool and school-age children.
2016 ASHA Convention Program Sessions

**Topic Area:** Swallowing and Swallowing Disorders (SLP)

**Title:** Integration of Respiration & Deglutition: Function & Disorders

**Presenter(s):** Bonnie Martin-Harris, David McFarland

**Abstract:** This session will provide the over twenty-year history of original work by Drs. Bonnie Martin-Harris and David H. McFarland and their collaborators investigating the anatomical, physiological and mechanistic relationships between breathing and swallowing. Results from a recent Phase II clinical trial testing a respirator-y-swallowing training program will be presented.

**Session Code:** 1651  
**PDH(s):** 1 Hrs  
**Level/Type:** Advanced/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/204B  
**Session Format:** Seminar 1-hour

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** Current Trends in AAC Vocabulary Selection: Is Core Enough?

**Presenter(s):** Lori Frost, Catherine Horton, Jo-Anne Matteo, Jill Waegenaere

**Abstract:** We describe four strategies for vocabulary selection in AAC: environmental inventory, informant-selected, Core Vocabulary and symbol sequencing and an analysis of which strategies are appropriate for individuals with ASD who are new to AAC. Finally, we describe methods for teaching a sub-set of initial Core Vocabulary items to learners via PECS.

**Session Code:** 1652  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/204C  
**Session Format:** Seminar 1-hour

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** Designing Effective Intervention for Middle & High School Students Who Use AAC

**Presenter(s):** Carole Zangari, Krista Hadeed, Diana Soybelman, Nicole Corey, Danielle Malvin

**Abstract:** Many students with AAC needs require support beyond early childhood. Clinicians often struggle with how to provide evidence-based services to older students in ways that impact achievement and generalize to real-world settings. This presentation reviews principles for designing effective AAC therapies, and uses case examples to illustrate their application.

**Session Code:** 1653  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/203A  
**Session Format:** Seminar 1-hour

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** Student-Centered AAC for Learners With Cortical Visual Impairment (CVI): Assessment, Design & Implementation

**Presenter(s):** Christopher Russell

**Abstract:** Cortical Visual Impairment (CVI) is the leading cause of visual impairment in the western hemisphere, and presents in a range of visual functioning and adaptive needs. This short course focuses on practical knowledge and strategies for developing appropriate, student-centered AAC modes and systems for a range of students with CVI.

**Session Code:** 1654  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Ballroom B  
**Session Format:** Seminar 1-hour

**Topic Area:** Autism Spectrum Disorders (SLP)

**Title:** Bilingualism in Children With ASD: What Do We Know & What Can We Do...

**Presenter(s):** Myriam L-H Beauchamp

**Abstract:** This Professional Education Seminar will focus on reviewing the evidence regarding bilingualism in children with Autism Spectrum Disorder (ASD). We will also review the implications of recommending against bilingualism in these children and discuss ways to facilitate bilingual language evaluations and intervention in these children, through practical real-life examples

**Session Code:** 1655  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Ballroom A  
**Session Format:** Seminar 1-hour
**Title:** Let’s Dig In: How Mealtime Brought Us Together  
**Presenter(s):** Ashley Lyons, Jennifer Shonkoff, ToniAnn Gambella, Courtney Latter, Liza Bernabeo  
**Abstract:** This presentation will explore how mealtime can be a shared and integrated experience at school. We will discuss the different purposes of mealtime including social and emotional aspects of eating together and how to support our students in relating and communicating during the ritual of mealtime.

**Session Code:** 1656  
**PDH(s):** 1 Hrs  
**Level/Type:** Advanced/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)

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**Title:** Putting Thoughts Into Words: Verbal Encoding in Autism Spectrum Disorders  
**Presenter(s):** Diane Williams  
**Abstract:** Functional imaging research suggests children and adults with autism spectrum disorders (ASD) have a problem with automatically encoding information verbally. This presentation will describe this research and discuss the implications for the selection and implementation of evidence-based practices to increase use of language during interactive communication in children with ASD.

**Session Code:** 1664  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)

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**Title:** Assessment of Oral-nasal Balance Disorders—Is There a Better Way?  
**Presenter(s):** Gillian De Boer, Timothy Bressmann  
**Abstract:** This session is developed by, and presenters invited by, Craniofacial and Velopharyngeal Disorders. Reliable perceptual and instrumental assessment of disorders of oral-nasal balance is a persistent problem in speech-language pathology. This session will provide a historical overview and introduce a new assessment method based on linear discriminant analysis. Data from simulation studies and a retrospective analysis of a clinical population will be presented.

**Session Code:** 1667  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Fluency (SLP)

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**Title:** Considerations for Designing Coursework in the Nature & Treatment of Stuttering  
**Presenter(s):** Lisa Scott, Vivian Sisskin, Patricia Zebrowski  
**Abstract:** This session is developed by, and presenters invited by, Fluency. This session will provide considerations for faculty when designing a graduate course in stuttering, especially if they are not fluency specialists. Presenters will discuss topic modules that can be selected as a set or individually, depending on (1) the course’s intended focus and/or (2) number of credit hours.

**Session Code:** 1668  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)

---

**Title:** Treatment Mechanisms in the Lidcombe Program: Reflecting on Current Research  
**Presenter(s):** Michelle Donaghy, Susan O’Brian, Robyn Lowe, Mark Onslow, Ross Menzies  
**Abstract:** This presentation examines the role of response contingent stimulation procedures in light of recent preschool stuttering treatment research. Several studies will be presented, including an RCT in progress investigating verbal contingency removal from the Lidcombe Program. Implications for clinical practice and future research design will be discussed.

**Session Code:** 1676  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education
2016 ASHA Convention Program Sessions

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)
**Title:** Free Internet Resources for Speech-Language Pathologists
**Presenter(s):** Rachael Smolen

**Abstract:** This session will provide Speech-Language Pathologists and other Special Educators with free internet resources. The session will be broken into sections to include education, resources, materials, activities and apps (if there’s time). Website description and explicit directions to obtain the materials once on the website will be described.

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<td><strong>Session Format:</strong> Seminar 1-hour</td>
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**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)
**Title:** Myths, Legends & Happy Endings: School-Age Language Intervention
**Presenter(s):** Alaine Ocampo, Geraldine Wallach

**Abstract:** Based on language initiatives focused towards content-area learning, several intervention sessions that demonstrate both effective and research-based choices and less effective choices will be outlined. Participants will consider the goals, materials, scaffolds, and student responses within the sessions. Specific strategies and modifications will be highlighted across grades and content-area subjects.

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**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)
**Title:** Sounds in Motion: Phonemic Awareness, Auditory Perception, Articulation Stimulation & Early Literacy Through Movement
**Presenter(s):** Holly Thomas, Frances Santore, Stephanie Light-Kunhel

**Abstract:** SOUNDS IN MOTION is an interventional program that pairs kinesthetic gross motor movements with phonemes to develop auditory perception, phonemic awareness, articulation, and early literacy. It is an effective RTI (Response to Intervention) approach with children from diverse socio-economic and cultural backgrounds in both regular and special education settings.

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<td><strong>Session Format:</strong> Seminar 1-hour</td>
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**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)
**Title:** Syntax & Neurodevelopment Reviewed for Interventions
**Presenter(s):** Alisha Springle

**Abstract:** This presentation will review recent research in syntax from neuroanatomical correlates to intervention strategies. Come get the evidence to show that grammar intervention works, even with extremely delayed or disordered children. Learn some systematic supports to maximize learning, because grammar intervention can work within a real-world environment.

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<td><strong>Level/Type:</strong> Advanced/Professional Education</td>
<td><strong>Session Format:</strong> Seminar 1-hour</td>
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**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)
**Title:** What’s in a Word? Building Better Vocabulary Through Morphological Instruction
**Presenter(s):** Shari Robertson

**Abstract:** This session is developed by, and presenters invited by, the American Board of Child Language and Language Disorders. Recent evidence indicates study of the internal structure of words yields positive outcomes in the development of a more robust vocabulary – a critical component for language comprehension in both oral and written modes. This session will provide evidence-supported word analysis strategies to enhance vocabulary for both primary and secondary learners.

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**Topic Area:** Literacy Assessment and Intervention (SLP)

**Title:** Hit the Ground Running With the Four Block Model

**Presenter(s):** Amanda Soper, Kristen Anderson, Nicole VanderZouwen, Kelsey Newkirk

**Abstract:** This session will discuss how one special education team started a literacy initiative at their school for students with complex communication needs (CCN). Participants will learn the methods for implementing the Four Block Literacy Framework that have been successful for this special education school for students with CCN.

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**Session Code:** 1687

**PDH(s):** 1 Hrs

**Level/Type:** Introductory/Professional Education

**Topic Area:** Motor Speech Disorders (SLP)

**Title:** Singing With Parkinson's: A Unique Approach to Maximize Patient Participation & Performance

**Presenter(s):** Alyssa Wade, Samantha Elandary

**Abstract:** A chorus of 100 people with Parkinson’s successfully and independently singing show tunes and rock songs may sound unbelievable… Come learn how to make it possible through musical and environmental modifications! Group singing can be part of a valuable and enjoyable maintenance program after individual speech therapy.

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**Session Code:** 1688

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

**Topic Area:** Speech and Language Science (SLP)

**Title:** An SLP's Guide to Neuroscience: Explaining Brain Differences & Genetics to Your Clients

**Presenter(s):** Tracy Centanni

**Abstract:** In this seminar, we review neuroscience and genetics. We will then discuss how the brain’s response to language differs in individuals with speech and communication disorders compared to their typically developing peers, the genetic factors driving these changes, and how to use this information to better serve your clients.

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**Session Code:** 1689

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

**Topic Area:** Swallowing and Swallowing Disorders (SLP)

**Title:** Careful Hand Feeding or Comfort Feeding Evaluations: Techniques in Palliative Dysphagia Management

**Presenter(s):** Colette Ellis

**Abstract:** Review the speech-language pathologist’s role of traditional dysphagia management versus palliative and end of life care. Review primary and secondary recommendations made when there is known risk of aspiration. Address ethical questions SLPs face regarding dysphagia management. Instructing professionals or caregivers in careful hand feeding techniques will be introduced.

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**Session Code:** 1690

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

**Topic Area:** Swallowing and Swallowing Disorders (SLP)

**Title:** Cough, Sputter, Gag: A Tutorial in Pediatric Gastroenterology

**Presenter(s):** Rachel Rosen, Kara Larson

**Abstract:** This session is developed by, and presenters invited by, Swallowing and Swallowing Disorders. The pediatric gastroenterologist is a key component of an aerodigestive team. The role of the gastroenterologist is to evaluate for oropharyngeal dysphagia, esophageal and gastric dysmotility, & gastroesophageal reflux disease. This session will explore GI problems and review medications and evidence-based interventions to treat such conditions by the MD and SLP.

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**Session Code:** 1691

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

**Topic Area:** Speech and Language Science (SLP)

**Title:** Speech-Language Pathology Sessions (updated as of 9/2/16)

**Presenter(s):**

**Abstract:**

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### Topic Area: Swallowing and Swallowing Disorders (SLP)

**Title:** Guidelines for Initiating Oral Feeding in the NICU: Are There Any?

**Presenter(s):** Abrar Alduraibi, Jennifer Pusins

**Abstract:** Many clinicians are consulted to determine when to introduce oral feeding in preterm infants; however, there is a lack of formal protocol in this area. The current literature will be presented and two experienced clinicians will address the question: Does clinical practice agree with available research?

**Session Code:** 1692  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Salon E  
**Session Format:** Seminar 1-hour

### Topic Area: Swallowing and Swallowing Disorders (SLP)

**Title:** Interdisciplinary Approach to Dysphagia, Posture & Positioning in the Medically Complex Population

**Presenter(s):** Jeanne Copeland, Diane Dismukes, Alyssa Thrush

**Abstract:** Admission of patients with medical complexities is becoming more common in the Skilled Nursing and Long-Term Care environment. Interdisciplinary treatment opportunities for speech-language pathologists, physical, and occupational therapists in the management of posture, breathing, and positioning in the context of dysphagia treatment for the medically complex population will be examined.

**Session Code:** 1693  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Salon H  
**Session Format:** Seminar 1-hour

### Topic Area: Swallowing and Swallowing Disorders (SLP)

**Title:** NPO & Oropharyngeal Dysphagia: What the SLP Needs to Know

**Presenter(s):** Karen Brown, John Ashford, Michelle Skelley Ashford

**Abstract:** Cessation of eating by mouth, even for short periods, can alter the oropharyngeal environment and swallowing. The SLP needs a clear understanding of how NPO status alters the complex interaction of factors responsible for aspiration pneumonia in order to plan treatment that maintains or advances the patient’s overall health.

**Session Code:** 1694  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Terrace Ballroom III  
**Session Format:** Seminar 1-hour

### Topic Area: Voice and Alaryngeal Communication (SLP)

**Title:** Development of the Transgender Singing Voice: Clinical Implications for Voice, Speech & Beyond

**Presenter(s):** Anita Kozan, Sandra Hammond, Alexandros Constansis

**Abstract:** The development of the singing voice has implications for clinical practice methodology with all voice clients. This presentation balances research and theory with clinical demonstrations and experiential learning with regard to development of the singing voice in Trans* (Male-To-Female and Female-To-Male) singers. Trans* choral singing benefits and challenges are presented.

**Session Code:** 1697  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/108A  
**Session Format:** Seminar 1-hour

### Topic Area: Voice and Alaryngeal Communication (SLP)

**Title:** Three Days to Three Weeks Post-TORS Swallow Recovery: Observations via FEES & MBS

**Presenter(s):** Meryl Kaufman, Lauren Ottenstein, Elizabeth Seelinger, Mihir Patel

**Abstract:** This presentation discusses selection criteria for TORS as well surgical techniques and implications on swallowing function. Case studies will be reviewed including baseline MBS, early inpatient FEES, and three week post-operative MBS. Trends in symptoms, function and recovery will be examined as well as therapeutic techniques to minimize dysphagia.

**Session Code:** 1698  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/115A  
**Session Format:** Seminar 1-hour
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<th>Session Code</th>
<th>Date</th>
<th>Location/Room</th>
<th>Level/Type</th>
<th>Topic Area</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Abstract</th>
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<tr>
<td>1703</td>
<td>Saturday, November 19, 2016</td>
<td>CC/203A</td>
<td>Intermediate/Research Submission</td>
<td>Voice and Alaryngeal Communication (SLP)</td>
<td>Management of Chronic Cough &amp; Chronic Throat Clearing</td>
<td>Bari Ruddy, Mary Sandage</td>
<td>This session is developed by, and presenters invited by, SIG 3: Voice and Voice Disorders. Treatment of chronic cough and throat clearing requires keen identification of probable triggers followed by skillful, patient-specific behavioral intervention. This seminar will provide a systematic framework from which to develop unique medical and behavioral programs that are effective for children and adults. A case-study approach will be integrated for discussion.</td>
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<td>1704</td>
<td>Saturday, November 19, 2016</td>
<td>CC/204C</td>
<td>Introductory/Professional Education</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>A Conversation-Based Language Intervention Within a Personal Collage Activity for Adolescents Who Use SGDs</td>
<td>Gloria Soto, Michael Clarke</td>
<td>This seminar will present procedures and results of a conversation-based intervention, conducted through a personal collage building activity, designed to improve the expressive language skills of adolescents with developmental delays who use AAC. We will also discuss the emergence of identity stances the girls expressed as their linguistic skills improved.</td>
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<td>1705</td>
<td>Saturday, November 19, 2016</td>
<td>CC/Terrace Ballroom II</td>
<td>Intermediate/Research Submission</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Person-Centered Assessment of Social Cognition of Adolescents With ASD for Establishing Baselines for Intervention</td>
<td>Sean Hess, Trisha Self, Anthony DiLollo</td>
<td>Social cognitive processes, including personal constructs, underlie observable behaviors commonly assessed when planning social pragmatic language interventions for adolescents with ASD. Personal constructs of five high-functioning adolescents with ASD were explored using modified repertory grids. Results suggest high-functioning adolescents with ASD have well organized, complex construct systems for social relationships.</td>
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<td>1706</td>
<td>Saturday, November 19, 2016</td>
<td>CC/Ballroom B</td>
<td>Introductory/Professional Education</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Take a Seat, Let’s Take a Long Hard Look at Comprehension in ASDs</td>
<td>Glenis Benson</td>
<td>Receptive language deficits in persons with ASD often go unnoticed. Failure to respond to directives is often perceived as noncompliance rather than a comprehension failure. Many will believe that receptive language is commensurate with expressive language. This paper will discuss the need to reveal these less well-understood deficits</td>
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<td>1708</td>
<td>Saturday, Nov 19, 2016</td>
<td>CC/Terrace Ballroom IV</td>
<td>Intermediate/Professional Education</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Talking Hands: Insights Into Gesture Use in Individuals With ASD</td>
<td>Barbara Braddock, Nancy Brady</td>
<td>This seminar reviews practices used to quantify and/or describe spontaneous gesture production in young children with or at risk for Autism Spectrum Disorder (ASD), as well as older individuals with ASD and fluent speech. Implications for clinical practice will be discussed.</td>
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<td>1720</td>
<td>Saturday, Nov 19, 2016</td>
<td>CC/108A</td>
<td>Intermediate/Professional Education</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Teaching the “How” &amp; “Why” of Conversation to Children With Autism Spectrum Disorders</td>
<td>Lynn Cannon, Jonna Clark, Courtney Kornblum, Eve Muller, Michal Powers</td>
<td>Instructional strategies and outcomes from the evidenced based “Conversation Club Curriculum” will be discussed. Tips for explicit teaching and implementation of this social cognitive approach will be provided. Intervention strategies focus on perspective taking, social motivation, topic initiation and maintenance, conversation repair, and the depth and breadth of conversation.</td>
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<td>1721</td>
<td>Saturday, Nov 19, 2016</td>
<td>Marriott/Salon G</td>
<td>Intermediate/Research Submission</td>
<td>Fluency (SLP)</td>
<td>The Experience of Spontaneity During Stuttered &amp; Fluent Speech</td>
<td>Christopher Constantino, Walter Manning</td>
<td>We outline a theoretical model that uses a measure of spontaneity rather than fluency to understand the experience of stuttering. We discuss the results of an ecological momentary assessment study in which spontaneity and fluency were measured during real life conversations of people who stutter. Clinical implications will be discussed.</td>
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<td>1731</td>
<td>Saturday, Nov 19, 2016</td>
<td>CC/114</td>
<td>Intermediate/Professional Education</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Making the Connection to Curriculum: From Research to Practice</td>
<td>Rachel Powell, Ashley Meaux, Crystal Randolph</td>
<td>For the last decade, SLPs were encouraged to take an active role in the Response to Intervention process to identify areas of language that could be contributing to difficulties in reading. Given this time frame, what does the research indicate is the most effective method to make connections to curriculum?</td>
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<td>1732</td>
<td>Saturday, Nov 19, 2016</td>
<td>CC/113A</td>
<td>Intermediate/Professional Education</td>
<td>Fluency (SLP)</td>
<td>How the Law Relates to Stuttering &amp; Other Communication Disorders</td>
<td>Charles Weiner, John Tetnowski</td>
<td>This session is developed by, and presenters invited by, SIG 4: Fluency and Fluency Disorders. This seminar will provide descriptions of laws that protect children and adults with communicative disorders, with emphasis on stuttering. Laws include Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), and others. This will be followed by interactive case study reports related to fluency and other communicative disorders.</td>
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<td>1733</td>
<td>Saturday, November 19, 2016</td>
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<td>1734</td>
<td>Saturday, November 19, 2016</td>
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<td>1735</td>
<td>Saturday, November 19, 2016</td>
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<td>1736</td>
<td>Saturday, November 19, 2016</td>
<td>1 Hrs</td>
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<td>1737</td>
<td>Saturday, November 19, 2016</td>
<td>1 Hrs</td>
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**Selective Mutism: Assessing Vocalization & Verbalization for Treatment Planning**

**Presenter(s):** Evelyn Klein, Cesar Ruiz, Sharon Armstrong

**Abstract:** This presentation introduces a successful method for gathering clinical information about the vocal and verbal abilities of children with selective mutism. The presenters will share their evaluation process and case findings for treatment planning with children who display this difficult-to-treat disorder.

**Session Code:** 1733

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

**Session Format:** Seminar 1-hour

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Training Paraprofessionals to Use Language Stimulation Strategies in the Classroom

**Presenter(s):** Alisa Steers, Adie Buchinsky

**Abstract:** Highly trained paraprofessionals are critical members of the intervention team. Attendees will learn valuable strategies to teach paraprofessionals that will result in immediate gains in student communicative competence. Specific strategies, training methodologies and tools for supervision and training will be presented.

**Session Code:** 1734

**PDH(s):** 1 Hrs

**Level/Type:** Advanced/Research Submission

**Session Format:** Seminar 1-hour

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Value & Ease of Narrative Sample Analysis for School-Age Children

**Presenter(s):** Susan Alimonti, Hia Datta, Sarah Quinn, Samantha Meehan

**Abstract:** The role of language sample analysis, specifically a narrative discourse (The Frog Story), via SALT software is explored and compared to standardized test (CASL) scores. Results indicate that quantitative, norm-referenced measures from a short language sample provide insights into functional assessment of language than standardized test scores alone cannot.

**Session Code:** 1735

**PDH(s):** 1 Hrs

**Level/Type:** Introductory/Professional Education

**Session Format:** Seminar 1-hour

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Vocabulary Instruction: Moving Beyond Using Language to Teach Language to Students Who Struggle With Language

**Presenter(s):** Beth Lawrence, Deena Seifert

**Abstract:** Seasoned SLPs will, in the context of gold-standard vocabulary instruction methods, share their highly visual techniques, InferCabulary and WordQuations. Results of a recent independent research study will be shared, showing the very significant impact InferCabulary had on vocabulary learning. Materials will be provided so attendees can immediately implement the methods.

**Session Code:** 1736

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

**Session Format:** Seminar 1-hour

**Topic Area:** Language Disorders in Adults (SLP)

**Title:** Treating Naming Impairments in Primary Progressive Aphasia

**Presenter(s):** Kindle Rising, Chelsea Bayley, Pelagie Beeson

**Abstract:** This seminar will summarize characteristics of the three variants of primary progressive aphasia (PPA). We will describe a treatment approach to address naming impairments in PPA, with outcome data from 15 individuals. We will also provide possible treatment modifications based on PPA variant and initial patient performance on naming tests.

**Session Code:** 1737

**PDH(s):** 1 Hrs

**Level/Type:** Introductory/Professional Education

**Session Format:** Seminar 1-hour

**Speech-Language Pathology Sessions (updated as of 9/2/16)  Page 72**
### Effective Early Intervention for Children With Hearing Loss: Every Child Deserves a Sound Start

**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)

**Title:** Effective Early Intervention for Children With Hearing Loss: Every Child Deserves a Sound Start

**Presenter(s):** Kayley Mayer

**Abstract:** Research has proven that early identification, prompt amplification, and services from highly qualified professionals can have major impacts on outcomes for children who are deaf/hard of hearing. This presentation discusses best practices for very young children with hearing loss through NJ’s only full-day, inclusive early intervention program.

**Session Code:** 1738

**PDH(s):** 1 Hrs

**Level/Type:** Introductory/Professional Education

**Location/Room:** CC/119B

**Session Format:** Seminar 1-hour

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### Toddlers & Technology: Taming the Monster

**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)

**Title:** Toddlers & Technology: Taming the Monster

**Presenter(s):** Judith Page, Jane Kleinert

**Abstract:** This seminar will review data on young children’s use of technology and explore its potential effects on their development. Presenters will review research-based recommendations for managing technology use and for using technology effectively to facilitate development, including use of universally designed technology to encourage communication, learning and social interaction.

**Session Code:** 1739

**PDH(s):** 1 Hrs

**Level/Type:** Introductory/Professional Education

**Location/Room:** CC/113B

**Session Format:** Seminar 1-hour

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### Outcomes of an Eight-Week Emergent Literacy Program for Pre-Kindergarten Children With a Parent Training Component

**Topic Area:** Literacy Assessment and Intervention (SLP)

**Title:** Outcomes of an Eight-Week Emergent Literacy Program for Pre-Kindergarten Children With a Parent Training Component

**Presenter(s):** Robin Pierce Ament, Rebecca Hawryluk, Eila Olmstead

**Abstract:** Effects of a short-term program on emergent literacy skills will be discussed. Of interest will be elements that were addressed only by parents (letter knowledge), elements addressed both at home and in the clinic (name writing and concepts of print), and those addressed in the clinic alone (phonological awareness).

**Session Code:** 1740

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

**Location/Room:** CC/115A

**Session Format:** Seminar 1-hour

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### Let’s Talk Shop! Constructing Evidence-Based Treatment for Children With CAS

**Topic Area:** Motor Speech Disorders (SLP)

**Title:** Let’s Talk Shop! Constructing Evidence-Based Treatment for Children With CAS

**Presenter(s):** Lisa Mitchell, Anne Van Zelst

**Abstract:** Treating CAS is challenging! This video rich, interactive seminar will explore implementation of engaging therapy techniques supported by current research. Return home Monday morning armed and ready for therapy with 26 strategies and techniques from A-Z.

**Session Code:** 1741

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

**Location/Room:** Marriott/Salon H

**Session Format:** Seminar 1-hour

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### Essential Collaboration of an SLP & Surgical Oncologist Through the Stages of an Esophagectomy

**Topic Area:** Swallowing and Swallowing Disorders (SLP)

**Title:** Essential Collaboration of an SLP & Surgical Oncologist Through the Stages of an Esophagectomy

**Presenter(s):** Stacy Gray, Peter DiPasco

**Abstract:** Close collaboration between an SLP and a Surgical Oncologist is essential to maximize quality of life for patient’s post transhiatal esophagectomy surgery. Dysphagia is common in these patient’s, therefore identification, treatment and a partnership is essential to patient outcomes.

**Session Code:** 1742

**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Research Submission

**Location/Room:** CC/121ABC

**Session Format:** Seminar 1-hour
### Session Code: 1743
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Feeding Experiences & Developmental Outcomes in Children With Congenital Heart Disease: The Feed Me Study  
**Presenter(s):** Amy Delaney, Kathleen Mussatto  
**Abstract:** Factors that influence feeding outcomes for children with congenital heart disease (CHD) and the relationship of neurodevelopmental outcomes to feeding status are poorly understood. Children with CHD are at risk for long-term feeding difficulties. Understanding feeding progression and developmental outcomes for children with CHD will identify opportunities for intervention.

**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/120ABC  
**Session Format:** Seminar 1-hour

### Session Code: 1744
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** In the Thick of It: Establishing a Standardized Protocol for Thickening Liquids for Dysphagia Management  
**Presenter(s):** Christina Minkoff  
**Abstract:** This study sought to determine whether there is consistency across clinicians in achieving “nectar thick liquid” and whether accuracy of centipoise (cP) values could be improved with a standardized protocol for thickening. Results suggested the development of the standardized clinical protocol resulted in increased consistency of cP values across clinicians.

**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Terrace Ballroom III  
**Session Format:** Seminar 1-hour

### Session Code: 1745
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Life With Dysphagia: Defined by Patients & Their Families  
**Presenter(s):** Rebecca Nund, Rosemary Martino  
**Abstract:** The impact of dysphagia on the daily lives of individuals’ and their families is not fully understood. Yet, it plays a critical role in the success of clinical interventions. This seminar will review the literature regarding patient and carer perceptions of life with dysphagia and discuss implications for therapy.

**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Terrace Ballroom I  
**Session Format:** Seminar 1-hour

### Session Code: 1746
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Pediatric Behavioral Dysphagia  
**Presenter(s):** Gina Longarzo  
**Abstract:** As pediatric Dysphagia has become more prevalent, the need for behavioral interventions has become more significant. This presentation will review goals and interventions that target behavioral aspects of pediatric Dysphagia, after completing a thorough evaluation. Participants will be guided through case studies and video case examples to observe these interventions.

**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Salon E  
**Session Format:** Seminar 1-hour

### Session Code: 1748
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Surgical Approaches to Airway Reconstruction: A Speech-Language Pathology Perspective  
**Presenter(s):** Gemma Clunie, Justin Roe  
**Abstract:** Cricotracheal Resection (CTR) is used to treat chronic cases of benign airway stenosis. Surgery completed at a UK Centre for adult airway management are discussed, focusing on difficulties with voice quality and swallowing function experienced by patients and the Speech-Language Pathology (SLP) input required to support them during their care.

**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/109AB  
**Session Format:** Seminar 1-hour
2016 ASHA Convention Program Sessions

Topic Area: Voice and Alaryngeal Communication (SLP)
Title: Short-Term Intensive Therapy Outcomes for Athletes With Paradoxical Vocal Fold Motion Disorder
Presenter(s): Sally Gallena, Arthur Johnson, Jafar Vossoughi
Abstract: Athletes with paradoxical vocal fold motion, experience dyspnea that impacts their performance. The disorder is widely treated by SLPs, yet treatment outcomes lack evidence. This study investigated treatment effectiveness for athletes receiving short-term treatment. Quantitative outcomes for respiratory resistance and dyspnea severity yielded positive outcomes for three of five athletes.

Session Code: 1756  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: A Checklist for School-Based Augmentative & Alternative Communication (AAC) Assessment
Presenter(s): Julia Birmingham, Janice Light
Abstract: This session will present the methods and results of an experimental study designed to investigate the effects of a checklist on speech-language pathologists’ (SLPs) plans for augmentative and alternative communication (AAC) assessment. Clinical implications and future research will be discussed.

Session Code: 1757  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: How Professional/Family Teams Can Bridge the Clinic/School Divide in AAC
Presenter(s): Richard Lytton, Rachel Smitheman, April Venable
Abstract: AAC service delivery models have inherent differences between clinical, private practice, and school settings. During this session, an AAC Specialist in an outpatient assistive technology clinic; a regional representative of an AAC manufacturer/vendor; and a parent of a child with AAC needs discuss strategies to overcome these differences.

Session Code: 1758  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: iPad & EBP: Transforming Toy Into Tool in Health Care
Presenter(s): Aubrey Klingensmith, Mai Ling Chan
Abstract: This session will explore using the iPad as a clinical tool to conduct organized, interactive, and evidence-based therapy while highlighting its intuitive design, inherent novelty, and entertainment value. Helpful iPad features, related apps, and wearables will be discussed in the context of how they support evidence-based practice in healthcare.

Session Code: 1759  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Connecting the Clinic to the Classroom: Innovative Ways of Bridging the Gap Between Service Providers
Presenter(s): Pamela Wiley, Belinda Daughrity, Ashley Wiley
Abstract: One of the critiques of clinic-based socials skills training has been the lack of generalization to the natural environment. This presentation will review the development of an innovative clinic to the classroom program for students with ASD designed to facilitate carryover across contexts as measured by parents, clinicians, and teachers.

Session Code: 1760  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Short-Term Intensive Therapy Outcomes for Athletes With Paradoxical Vocal Fold Motion Disorder
Presenter(s): Sally Gallena, Arthur Johnson, Jafar Vossoughi
Abstract: Athletes with paradoxical vocal fold motion, experience dyspnea that impacts their performance. The disorder is widely treated by SLPs, yet treatment outcomes lack evidence. This study investigated treatment effectiveness for athletes receiving short-term treatment. Quantitative outcomes for respiratory resistance and dyspnea severity yielded positive outcomes for three of five athletes.
**Topic Area:** Autism Spectrum Disorders (SLP)

**Title:** Self-Determination, Self-Regulation & Social Connections: Essential Life Skills for Individuals With ASD

**Presenter(s):** Katherine Holman

**Abstract:** Speech-Language Pathologists play an important role in promoting a positive quality of life for individuals with Autism Spectrum Disorder (ASD). This session will share detailed information and resources related to developing self-determination, self-regulation and social connections for individuals with ASD. Specific resources and strategies will be shared, including video examples.

**Session Code:** 1761  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Location/Room:** CC/Ballroom A  
**Date:** Saturday, November 19, 2016  
**Session Format:** Seminar 1-hour

**Title:** Supports & Services for Adults With Autism in Higher Education: One University’s Story

**Presenter(s):** Shubha Kashinath, Cynthia Byward, Bryan Fauth, Eric Kupers

**Abstract:** The College Link Program (CLP) was established within the university’s disability services office to support the unique needs of students with autism in college. Participating students are offered supports in social-communication skills, independent living skills, executive functioning, and academic skills as well as individualized training for employment post graduation.

**Session Code:** 1762  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** CC/Terrace Ballroom II  
**Date:** Saturday, November 19, 2016  
**Session Format:** Seminar 1-hour

**Title:** Using Discourse Analysis to Discover Meaningful Communication in the Echolalia of a Child With ASD

**Presenter(s):** Beth Breaux, Lillian Stiegler

**Abstract:** A 6-year old boy with ASD and his student clinician were recorded during language treatment sessions at a university clinic. The transcribed data were analyzed using Conversation Analysis, Speech Act Analysis, and the Natural Language Acquisition Assessment (Blanc, 2012). Results revealed surprising indicators of communicative strength across several different parameters.

**Session Code:** 1763  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Location/Room:** CC/Terrace Ballroom III  
**Date:** Saturday, November 19, 2016  
**Session Format:** Seminar 1-hour

**Title:** What You See Is What You Get! Video Modeling & Instruction as a Power Tool

**Presenter(s):** Elizabeth Delsandro, Shelby Kreeb, Kelsey Kruse, Houchit Oo, Jessica Caldwell

**Abstract:** This session is focused on the integration of video modeling and video instruction to promote play skills, functional communication skills, social skills and social understanding in children and adults with autism or other developmental disabilities. A variety of videos will be demonstrated, and tips for creating videos will be shared.

**Session Code:** 1772  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Location/Room:** Marriott/Salon G  
**Date:** Saturday, November 19, 2016  
**Session Format:** Seminar 1-hour

**Title:** Differential Diagnosis of Fluency Disorders: Neurogenic, Psychogenic, Recurring Developmental Stuttering

**Presenter(s):** Emily Wang, Maria Thomas

**Abstract:** The proposed seminar will use video-taped clinical cases to demonstrate the process of differential diagnosis of neurogenic, psychogenic, and recurring developmental stuttering. Neuroimaging study findings and clinical features of different types of dysfluencies will be discussed. A flow chart is provided to help with the differential diagnosis.

**Session Code:** 1773  
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Research Submission  
**Location/Room:** CC/111AB  
**Date:** Saturday, November 19, 2016  
**Session Format:** Seminar 1-hour

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**Speech-Language Pathology Sessions (updated as of 9/2/16)**
Title: Measuring Permanence of Positive Attitude Changes Towards Stuttering  
Presenter(s): Timothy Flynn, Kenneth St. Louis, Tess Halverson  
Abstract: To determine permanence of attitude change towards stuttering, high school students, whose 2008 attitudes had improved dramatically following a live oral or video presentation about stuttering, were re-evaluated using the POSHA–S after seven years. The same students’ attitudes remained positive in 2015, more than for a control group.

Session Code: 1778  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/115A  
Session Format: Seminar 1-hour

Title: Growing Pains: Tying Research to Practice in Adolescent Language Therapy  
Presenter(s): Alexandra Trevino  
Abstract: This presentation will focus on dispelling some current myths about intervention with this population, highlight the growing body of research that guides language intervention for middle and high school students, and explore practical ways to impact and improve linguistic functioning for adolescents within a public school model.

Session Code: 1779  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/119A  
Session Format: Seminar 1-hour  
Title: Inclusion Services in the Public Schools: Survey Results & Practical Suggestions for Clinicians  
Presenter(s): Laura Green, Paula Chance, Melissa Stockholm, Jennifer White  
Abstract: A survey about inclusion practices was sent to public school speech/language clinicians. Findings of interest involved teacher collaboration, planning time, and method of delivery within the classroom. Additionally, inclusion practices were observed and interviews conducted with SLPs successfully using this model. Survey results and best practices will be discussed.

Session Code: 1780  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/120ABC  
Session Format: Seminar 1-hour  
Title: Language-Based Learning Strategies: Teaching Students “How To” Learn Language  
Presenter(s): Christine Leonard  
Abstract: This session will demonstrate a systematic approach for teaching language-based learning strategies. Examples of specific therapeutic materials, a measurable goal which has been aligned to a rubric for progress monitoring, and a checklist for student self-monitoring will be presented. A total of ten strategies will be discussed.

Session Code: 1781  
PDH(s): 1 Hrs  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/113C  
Session Format: Seminar 1-hour  
Title: Tales to Be Told: Using Storytelling to Develop the Common Core Standards in Language Arts  
Presenter(s): Monica Gustafson  
Abstract: The participants will be introduced to a framework for providing storytelling in the school setting. Through storytelling the SLP/teacher can facilitate enrichment in the six areas of language arts: Speaking, Listening, Reading, Writing, Viewing, and Representing and thereby target the goals as specified in the Common Core Standards.

Session Code: 1782  
PDH(s): 1 Hrs  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/114  
Session Format: Seminar 1-hour  
Title: Using Interactive Talk About Books to Achieve Language Treatment Goals
**Presenter(s):** Lisa Price, Barbara Bradley  
**Abstract:** This session will focus on four key components for successful use of children’s books in language treatment: (a) selecting books including stories, informational texts, and poetry; (b) planning questions, activities, and visual supports; (c) using three levels of responsive scaffolding strategies; and (d) choosing methods to monitor progress.

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<th>Session Code: 1783</th>
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<td>PDH(s): 1 Hrs</td>
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<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Stories of Aphasia: Exploring Paths to Recovery in India</td>
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<td>Presenter(s): Satyapal Goswami, Julie Hengst, Suma Devanga, Aditi Rao, Sharon Mathews</td>
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<td>Abstract: This seminar presents case studies of twenty participants with chronic aphasia recruited through the All India Institute of Speech and Hearing in Mysore, India. Based on over 120 hours of video-recorded interviews and assessments, this analysis portrays participants’ engagement with rehabilitation services over time and details particular pathways of recovery.</td>
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<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Telehabilitation in Primary Progressive Aphasia</td>
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<td>Presenter(s): Maya Henry, Holly Hinshelwood, Stephanie Grasso, H. Isabel Hubbard</td>
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<tr>
<td>Abstract: This session is developed by, and presenters invited by, Language Disorders in Adults. A growing body of research documents the benefits of speech-language treatment in progressive aphasia. We examine treatment outcomes for traditional face-to-face intervention relative to telehabilitation in these patients. Results show significant improvements and lasting benefits following treatments for word-retrieval and speech production, with comparable outcomes for traditional treatment versus teletherapy.</td>
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<td>PDH(s): 1 Hrs</td>
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<tr>
<td>Level/Type: Advanced/Professional Education</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: The Integrated Therapist: Adding Relationship &amp; Reflection to Your LPAA Practice</td>
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<td>Presenter(s): Shirley Morganstein, Marilyn Certner Smith</td>
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<td>Abstract: This oral presentation will define and discuss elements of reflective practice, drawing heavily from fields related to our own. Didactic and interactive components will explore ways to evolve integration of knowledge, feeling, and interaction in order to achieve best possible outcomes.</td>
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<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Seminar 1-hour</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Asked to Leave Every Childcare in Town? Meet Our Team</td>
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<td>Presenter(s): Anne Bry, Blakeley Brobst, Kassandra Griffin</td>
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<td>Abstract: This presentation will outline a model that incorporates strategies to successfully integrate Autism, ADHD, etc. into a preschool/childcare setting. How to use a multidisciplinary approach to create a learning environment which incorporates strategies and techniques to address social thinking, behavior management and sensory integration allowing all children to succeed.</td>
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<td>Level/Type: Intermediate/Research Submission</td>
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<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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</table>
Topic Area: Swallowing and Swallowing Disorders (SLP)

Title: Dysphagia Case Studies From the Swallow Strong Clinic Expansion Sites

Presenter(s): Jill Zielinski, Kathy Groves, Megan Light

Abstract: Dysphagia case studies will be presented from a multi-site, oropharyngeal strengthening clinical initiative supported by the Department of Veterans Affairs. Patients with a variety of etiologies and severity completed at least 8 weeks oropharyngeal strengthening therapy at one of five acute/subacute facilities. A variety of swallowing-related outcomes were tracked.

Session Code: 1793
PDH(s): 1 Hrs
Level/Type: Intermediate/Research Submission

Date: Saturday, November 19, 2016
Location/Room: CC/121ABC
Session Format: Seminar 1-hour

Title: Dysphagia Therapy & Treatment Intensity

Presenter(s): Harini Sridhar, Kaylea Nicholson, Kelly Crisp, Harrison Jones

Abstract: Treatment intensity is inevitably measured for pharmacologic interventions; however, capturing treatment intensity is less common and more challenging with behavioral interventions such as dysphagia therapy. We introduce a model of treatment intensity from Warren et al. (2007) and then apply this model to dysphagia treatments, including respiratory muscle training (RMT).

Session Code: 1794
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education

Date: Saturday, November 19, 2016
Location/Room: CC/Terrace Ballroom I
Session Format: Seminar 1-hour

Title: Enhancing Survival With Multidisciplinary Rehabilitation in Head & Neck Cancer Patients

Presenter(s): Liane McCarroll, Kathleen Donocoff, Janice Buhler

Abstract: At Fox Chase Cancer Center, a multidisciplinary approach is utilized for head and neck cancer rehabilitation. Physical therapists and speech pathologists work together to improve function and quality of life. This presentation provides insight into our program and exemplifies the value of multidisciplinary rehabilitation with case presentations.

Session Code: 1796
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education

Date: Saturday, November 19, 2016
Location/Room: CC/108A
Session Format: Seminar 1-hour

Title: Comprehensive Management of Laryngectomy in the Era of Organ Preservation

Presenter(s): Jodi Knott, Denice Perez

Abstract: This short course will present an overview of tracheoesophageal voice restoration including preoperative counseling and evaluation methods, primary versus secondary procedures, prosthetic selection, management of the voice prosthesis, problem solving and Botox injection. The presenters will share clinical experience regarding rehabilitation of the laryngectomized individual. Case studies will be provided

Session Code: 1797
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education

Date: Saturday, November 19, 2016
Location/Room: CC/109AB
Session Format: Seminar 1-hour

Title: Manual Laryngeal Reposturing as a Primary Approach for Puberphonia

Presenter(s): Daniel Houtz, Nelson Roy

Abstract: Puberphonia is a functional voice disorder characterized by failure of the male high pitched preadolescent voice to transition to the lower pitch of adolescence and adulthood. This video intensive session will illustrate the salient procedural aspects and confirm the clinical utility of manual laryngeal reposturing techniques as a primary treatment.

Session Code: 1801
PDH(s): 1 Hrs
Level/Type: Intermediate/Professional Education

Date: Saturday, November 19, 2016
Location/Room: CC/103C
Session Format: Seminar 1-hour
## 2016 ASHA Convention Program Sessions

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** Developing Communication With Young Children Using Eye Tracking Technology

**Presenter(s):** Joy McGowan, Sandra Masayko, Melissa Spada

**Abstract:** Eye tracking technology has unlocked communication for many children with significant oral motor dysfunction and limited speech production. Strategies will be presented to determine candidacy for successful communication using an eye-tracking system. Guidelines for documentation to support the acquisitions of a speech generating device using eye-gaze technology will be discussed.

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<td>Seminar 1-hour</td>
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**PDH(s):** 1 Hrs

**Level/Type:** Introductory/Research Submission

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**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** Engaging Adolescent Learners With ASD & CCN in Literacy Instruction: Effects of Adapted Instruction

**Presenter(s):** Jessica Caron, Janice Light, David McNaughton

**Abstract:** No single intervention will have as dramatic effect on a student’s future as a solid foundation in literacy. Examples of an evidence-based literacy instruction for letter-sound correspondence (LCS) and sight words, for individuals with severe disabilities, ASD, and CCN will be highlighted and discussed using case studies and videos.

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<td>1803</td>
<td>Saturday, November 19, 2016</td>
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**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

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**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** It's Not Too Late! AAC for Older Students

**Presenter(s):** Amanda Soper, Alex Koller

**Abstract:** This session will discuss a process to ensure that all students with complex communication needs (CCN), including older students who have been overlooked in the past, have access to an appropriate, language based alternative augmentative communication (AAC) system.

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<td>1804</td>
<td>Saturday, November 19, 2016</td>
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<td>Seminar 1-hour</td>
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**PDH(s):** 1 Hrs

**Level/Type:** Intermediate/Professional Education

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**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** Procedural Learning in Aided Augmentative & Alternative Communication: Theoretical Background, Practical Applications & Research Directions

**Presenter(s):** Elena Dukhovny, Jennifer Thistle

**Abstract:** Anecdotal reports of SGD use, pilot experimental data, and evidence from related fields suggest that development of procedural memory may improve speed of access. In this seminar, we introduce theories of procedural memory development, review strategies for implementing aided AAC intervention based on procedural memory principles and pose research questions.

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<td>1805</td>
<td>Saturday, November 19, 2016</td>
<td>CC/Terrace Ballroom I</td>
<td>Seminar 1-hour</td>
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**PDH(s):** 1 Hrs

**Level/Type:** Introductory/Professional Education

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**Topic Area:** Autism Spectrum Disorders (SLP)

**Title:** Autism Spectrum Disorder in College: Connecting & Collaborating for Educational & Social Success

**Presenter(s):** Lauren Nehilla, Jennifer Schoffer Closson, Karen Jacobsen, Jill Locke

**Abstract:** Collegiate support of students with autism spectrum disorder (ASD) is a growing need. The MOSSAIC (Mentoring, Organization, and Social Support for Autism Inclusion on Campus) program offers peer mentorship, direct services, and inter-professional coordination. This talk will address programmatic considerations in development and implementation of MOSSAIC programs in university settings.

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2016 ASHA Convention Program Sessions

PDH(s): 1 Hrs  Location/Room: CC/Terrace Ballroom IV
Level/Type: Introductory/Professional Education  Session Format: Seminar 1-hour
Topic Area: Autism Spectrum Disorders (SLP)
Title: Clinical Profiles of Children With Fragile X Syndrome Plus ASD
Presenter(s): Audra Sterling, Lizbeth Finestack
Abstract: Fragile X syndrome (FXS) is the leading inherited cause of intellectual disability. Many individuals with FXS also meet diagnostic criteria for autism spectrum disorder (ASD). This presentation will describe the language and cognitive characteristics of children and adolescents with FXS and those FXS plus ASD, emphasizing differences in language profiles.

Session Code: 1807  Date: Saturday, November 19, 2016
PDH(s): 1 Hrs  Location/Room: Marriott/Salon G
Level/Type: Intermediate/Research Submission  Session Format: Seminar 1-hour
Topic Area: Autism Spectrum Disorders (SLP)
Title: Executive Function Profiles in Autism, Down Syndrome & Sex-Chromosome-Aneuploidy & Their Correlations With Language Functioning
Presenter(s): Gregory Wallace, Nancy Lee
Abstract: We will present research on real-world executive function in children and adults with autism spectrum disorder, and youth with Down syndrome, or sex chromosome aneuploidy, particularly focusing on the following: (1) profiles of EF strengths and weaknesses and (2) relations with structural and pragmatic language.

Session Code: 1808  Date: Saturday, November 19, 2016
PDH(s): 1 Hrs  Location/Room: CC/Ballroom B
Level/Type: Intermediate/Research Submission  Session Format: Seminar 1-hour
Topic Area: Autism Spectrum Disorders (SLP)
Title: Measuring Treatment Change With the Communication Complexity Scale
Presenter(s): Nancy Brady, Kathy Thiemann-Bourque, Connie Kasari, Kandace Fleming
Abstract: The Communication Complexity Scale (CCS) was used to measure changes resulting from two interventions provided to children with ASD, conducted at two different locations- Kansas and California. The CCS showed significant changes in communication during adult-child assessments in both studies, and in peer-peer interactions in the Kansas study.

Session Code: 1809  Date: Saturday, November 19, 2016
PDH(s): 1 Hrs  Location/Room: CC/Ballroom A
Level/Type: Intermediate/Research Submission  Session Format: Seminar 1-hour
Topic Area: Autism Spectrum Disorders (SLP)
Title: Video Modeling for Social Communication in Adults With ASD
Presenter(s): Lynne Hewitt, Haley Altman, Katherine Kelliher
Abstract: Social communication challenges pose significant barriers to individuals with ASD across the lifespan. Research on effective interventions is sparse. In this pilot study, we investigated use of video modeling using tablets, addressing goals created specifically for participant-identified social communication needs. Challenges and promise of this technique will be discussed.

Session Code: 1810  Date: Saturday, November 19, 2016
PDH(s): 1 Hrs  Location/Room: CC/Terrace Ballroom II
Level/Type: Intermediate/Professional Education  Session Format: Seminar 1-hour
Topic Area: Autism Spectrum Disorders (SLP)
Title: Video Modeling in Peer Interaction for Young Children With ASD
Presenter(s): Amy Thrasher, Hannah Mellman, Samantha Mosier
Abstract: Clinical applications of video modeling to support peer interaction among young children with autism and their typical peers will be illustrated through case examples after a review of the current literature. Discussion of specific objectives, development of video models, and additional components of treatment will inform applications to other settings.

Session Code: 1818  Date: Saturday, November 19, 2016

Speech-Language Pathology Sessions (updated as of 9/2/16)  Page 82
# 2016 ASHA Convention Program Sessions

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<td>Topic Area: Fluency (SLP)</td>
<td>Location/Room: CC/115C</td>
<td>Session Format: Seminar 1-hour</td>
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<td>Title: Client Perspectives During Conversational Stuttering Therapy</td>
<td>Location/Room: CC/119A</td>
<td>Session Format: Seminar 1-hour</td>
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<td>Presenter(s): Joseph Klein, Louise Keegan</td>
<td>Location/Room: CC/119B</td>
<td>Session Format: Seminar 1-hour</td>
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| Abstract: This qualitative investigation examines the perceptions of nine clients participating in acceptance-based, conversational stuttering therapy. Themes reflected client aspirations, emotions, identity, meta-cognitive awareness, physiological awareness, and the variability of stuttering. This research adds to the available literature on the perspectives and values of clients who stutter.

| Session Code: 1819 | Date: Saturday, November 19, 2016 | Location/Room: CC/104AB |
| Level/Type: Intermediate/Research Submission | Location/Room: CC/108A | Session Format: Seminar 1-hour |
| Topic Area: Fluency (SLP) | Location/Room: CC/115C | Session Format: Seminar 1-hour |
| Title: Crash Course: Evidence-Based Assessment of Preschool-Age Stuttering | Location/Room: CC/119A | Session Format: Seminar 1-hour |
| Presenter(s): Victoria Tumanova, Chagit Clark, Dahye Choi | Location/Room: CC/119B | Session Format: Seminar 1-hour |
| Abstract: Research supporting multifactorial models and assessment of preschool-age stuttering is summarized. Such evidence bridges the gap between theory and clinical practice, advancing SLPs’ abilities to conduct well-informed, comprehensive stuttering evaluations. Highlighted factors/domains include: gender, age at/time since stuttering onset, family history, temperament, articulation/phonology, language, and stuttering behaviors.

| Session Code: 1820 | Date: Saturday, November 19, 2016 | Location/Room: CC/104AB |
| Level/Type: Intermediate/Research Submission | Location/Room: CC/108A | Session Format: Seminar 1-hour |
| Topic Area: Fluency (SLP) | Location/Room: CC/115C | Session Format: Seminar 1-hour |
| Title: SLPs & Counselors Co-Treating Stuttering Using Acceptance & Commitment Therapy (ACT): Six-Month & One-Year Follow-Ups | Location/Room: CC/119A | Session Format: Seminar 1-hour |
| Presenter(s): Daniel Hudock, Chad Yates, John Seikel | Location/Room: CC/119B | Session Format: Seminar 1-hour |
| Abstract: Acceptance and Commitment Therapy (ACT) is a mindfulness-based mental health approach that SLPs and Counselors used to collaboratively treat clients who stutter during the 2015 Northwest Center for Fluency Disorders Interprofessional Intensive Stuttering Clinic at Idaho State University. Clients demonstrated significant post-therapy improvement, which was maintained one-year post therapy.

| Session Code: 1825 | Date: Saturday, November 19, 2016 | Location/Room: CC/104AB |
| Level/Type: Intermediate/Research Submission | Location/Room: CC/108A | Session Format: Seminar 1-hour |
| Topic Area: Language and Learning in School-Age Children and Adolescents (SLP) | Location/Room: CC/115C | Session Format: Seminar 1-hour |
| Title: A Core Tour: 45 Core Words in 45 Minutes | Location/Room: CC/119A | Session Format: Seminar 1-hour |
| Presenter(s): Keri Amend, Elizabeth Maisonet, Heidi Moser | Location/Room: CC/119B | Session Format: Seminar 1-hour |
| Abstract: Sit back and relax on this 45 minute journey through the language of core vocabulary. Instructors will present teaching strategies to introduce 45 core vocabulary words into everyday use. Enjoy this fast paced session as we promote, demonstrate and conclude with an open forum discussion about core vocabulary.

| Session Code: 1827 | Date: Saturday, November 19, 2016 | Location/Room: CC/104AB |
| Level/Type: Intermediate/Professional Education | Location/Room: CC/108A | Session Format: Seminar 1-hour |
| Topic Area: Language and Learning in School-Age Children and Adolescents (SLP) | Location/Room: CC/115C | Session Format: Seminar 1-hour |
| Title: Eligibility & Dismissal Criteria in School-Based Practice: A Framework for Practitioners | Location/Room: CC/119A | Session Format: Seminar 1-hour |
| Presenter(s): Patricia Quick | Location/Room: CC/119B | Session Format: Seminar 1-hour |
| Abstract: This one-hour oral session will outline a framework for determining eligibility and dismissal in school-based settings. It will also highlight rationale for clinical decision making using guidelines from IDEA and ASHA. Alternate service delivery, measurable goals, and data-driven decision making will be discussed.
### Session Code: 1828
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Oral Reading Assessment in Children With Fluency & Word-Finding Disorders: Pitfalls & Solutions  
**Presenter(s):** Karole Howland, Diane German, Diane Games  
**Abstract:** We question the validity of oral reading assessment for learners with fluency and word finding difficulties, emphasizing instead differentiated assessment for these learners. Alternative formal assessments and informal reading strategies will be recommended. Case examples, videos, and teacher and student reports will be used for illustration.

### Session Code: 1829
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Use What You Have: Practical Uses for Common Objects to Target All Areas of Communication  
**Presenter(s):** Hallie Sherman, Natalie Snyders, Felice Clark  
**Abstract:** This session is designed to ensure therapists will be able to walk away with a variety of ways to use common objects to target a wide variety of communication skills, whether in the school, private practice, or clinic setting. New and veteran SLPs will benefit from this session.

### Session Code: 1830
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Synchronizing Language & Mobility: How & Why it Works  
**Presenter(s):** Darlene Williamson, Nancy Selden  
**Abstract:** This presentation will inform the participants about a unique program for individuals with aphasia that synchronizes language tasks with mobility tasks, providing examples of basic cognitive/linguistic tasks that can be combined with exercises and the recorded and reported outcomes from an existing model program.

### Session Code: 1831
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Communication & Language of Children with ASD & Their Younger Siblings  
**Presenter(s):** Paul Yoder  
**Abstract:** This session is developed by, and presenters invited by, Language in Infants, Toddlers, and Preschoolers. Thirty percent of children with ASD do not use speech as their primary communication means. Forty percent of their younger siblings have communication disorders. Identifying 4 value-added predictors of language development has provided insight into helping children with ASD and their siblings to learn to talk.

### Session Code: 1832
**PDH(s):** 1 Hrs  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Literacy Assessment and Intervention (SLP)  
**Title:** Individual Trajectories of Development in the Reading of Children With Language Impairment: An Ethnographic Investigation  
**Presenter(s):** Ryan Nelson, Holly Damico, Jack Damico  
**Abstract:** Group studies of language-impaired children’s reading reveal a compensatory trajectory of development. Description of child-specific trajectories of reading growth is needed to inform daily practice. This ethnographic study details variable trajectories of day-to-day reading growth in three 2nd grade impaired children. Trajectories and applications for clinicians are provided.
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<tr>
<th>Session Code</th>
<th>Date: Saturday, November 19, 2016</th>
<th>Location/Room: CC/114</th>
<th>Session Format: Seminar 1-hour</th>
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<td>Level/Type</td>
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<tr>
<td>Topic Area</td>
<td>Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title</td>
<td>Behavioral Strategies for Treating Childhood Apraxia of Speech</td>
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<tr>
<td>Presenter(s)</td>
<td>Nancy Kaufman</td>
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<tr>
<td>Abstract</td>
<td>Strategies derived from applied behavioral analysis (ABA) are aligned with the most current research in CAS and provide a framework for effective clinical practice. These include: defining the target behavior; establishing motivation; errorless teaching; cuing and shaping of successive approximations; reinforcement; mixing and varying responses; and generalization toward retention.</td>
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<tr>
<th>Session Code</th>
<th>Date: Saturday, November 19, 2016</th>
<th>Location/Room: CC/102AB</th>
<th>Session Format: Seminar 1-hour</th>
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<td>1834</td>
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<tr>
<td>Level/Type</td>
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<tr>
<td>Topic Area</td>
<td>Speech and Language Science (SLP)</td>
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<tr>
<td>Title</td>
<td>Practical Considerations for Defining Dependent Measures When Using Pupillometry to Study Cognitive Effort</td>
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<tr>
<td>Presenter(s)</td>
<td>Brooke Hallowell, Laura Chapman, An Dinh, Mohammad Haghighi, Lillian Douds</td>
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<tr>
<td>Abstract</td>
<td>Cognitive effort is gaining recognition as a vital aspect of cognitive and linguistic processing. Pupillometry (online measurement of pupil diameter) enables objective indexing of cognitive effort. In this session, we offer theoretically grounded and practical guidance on how to define and calculate an array of pupillometric measures of cognitive effort.</td>
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<th>Session Code</th>
<th>Date: Saturday, November 19, 2016</th>
<th>Location/Room: CC/122AB</th>
<th>Session Format: Seminar 1-hour</th>
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<td>1835</td>
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<td>Level/Type</td>
<td>Intermediate/Research Submission</td>
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<tr>
<td>Topic Area</td>
<td>Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title</td>
<td>Developing a Speech Screener for Bilingual Preschool-Age Children: Importance of Accuracy Measures &amp; Parent Questionnaires</td>
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<tr>
<td>Presenter(s)</td>
<td>Christina Gildersleeve-Neumann, Claudia Meyer, Micaela Quintana</td>
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<tr>
<td>Abstract</td>
<td>We've developed a Spanish-English speech screener based on extensive data collected on 239 typically-developing and 34 disordered 3-5-year-old bilingual and monolingual children. The screener and parent questionnaire were administered to 100 bilingual children to determine specificity, sensitivity, and general utility. We will discuss the implications of largescale findings and screener.</td>
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<th>Session Code</th>
<th>Date: Saturday, November 19, 2016</th>
<th>Location/Room: Marriott/Salon H</th>
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<td>Level/Type</td>
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<tr>
<td>Topic Area</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title</td>
<td>A Collaborative Approach to Implementing a Dysphagia Screen in Acute Stroke Patients</td>
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<tr>
<td>Presenter(s)</td>
<td>Kara Maharay, Kelly Salmon</td>
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<tr>
<td>Abstract</td>
<td>Implementing a dysphagia screening tool can be overwhelming and challenging. Successful implementation requires good knowledge of available evidence-based dysphagia screening tools, interdisciplinary collaboration, staff &quot;buy-in,&quot; and administrative support. This session will outline one facilities step-by-step approach of implementing a dysphagia screen through a colloaborative approach with nursing staff.</td>
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<tr>
<td>Topic Area</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title</td>
<td>Capitalizing on Technology in the Dysphagia Clinic: HRM in Infants to Elders</td>
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<tr>
<td>Presenter(s)</td>
<td>Molly Knigge, Katlyn McGrattan, Kristin Lamvik-Gozdzikowska</td>
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<tr>
<td>Abstract</td>
<td>This session is developed by, and presenters invited by, Swallowing and Swallowing Disorders. High-resolution manometry (HRM) is a new technology in the swallowing specialist’s practice. This session features three SLPs who have used HRM across the age span in clinical settings. Models for using HRM in infants &amp; adults will be the focus, highlighting diagnostic &amp; treatment advantages gained when combined with VFSS/FEES.</td>
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### Session Code: 1838
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/107AB  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Comfort Feeding in the NICU: The SLP’s Role for Infants With Life-Limiting Conditions  
**Presenter(s):** Katherine Steere, Michelle DiMattia  
**Abstract:** Oral feeding for neonates with life-limiting conditions, such as Trisomy 18 or alobar holoprosencephaly, is a delicate balance between meeting the infant’s comfort needs and supporting parental experiences. The SLP’s role in managing feeding issues using evidence-based practice is integral in guiding families and the interdisciplinary team.

### Session Code: 1839
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Salon KL  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Communicating to Achieve the Best Outcomes for Patients with Dysphagia  
**Presenter(s):** William Culbertson, Dennis Tanner  
**Abstract:** This session is developed by, and presenters invited by, SIG 13: Swallowing and Swallowing Disorders (Dysphagia). Drawing on 30 years of clinical and forensic experience, the authors stress the importance of current informed consent documents; awareness of diet status; clarity of speech-language-pathologists’ recommendations; familiarity with the dysphagia assessment; opportune instrumental assessment; and complete communication with the aim of preventing dysphagia-related deaths.

### Session Code: 1840
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/204B  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Did You See That?: Interesting Modified Barium Swallow Studies  
**Presenter(s):** Caroline Brindo  
**Abstract:** Occasionally, an SLP completing a Modified Barium Swallow study is confronted with something that he or she may not have seen before. This course is aimed at familiarizing SLPs with unusual and interesting presentations in the oral, pharyngeal and esophageal phases of swallowing, with discussion on appropriate referrals.

### Session Code: 1841
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Terrace Ballroom III  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Drugs & Dysphagia: A Clinician’s Guide to Assess the Effects of Medications on Swallowing  
**Presenter(s):** Krystie Balcer, Violet Cox, Monica Gordon Pershey  
**Abstract:** Patients are prescribed numerous medications to treat ailments. Many over-the-counter drugs, nutritional supplements, and herbal medicines are also consumed without considering possible side effects. Natural or non-prescription drugs are often considered without risk. A clinical manual is provided to aid clinicians in assessing the impact of available medications on dysphagia.

### Session Code: 1842
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/201A  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** FEES Training for SLPs in Saudi Arabia  
**Presenter(s):** Karen Brown, John Ashford, Areej Aseeri, Michelle Skelley Ashford  
**Abstract:** In 2015, three members of SA Swallowing Services traveled to Saudi Arabia to teach the first hands-on FEES training courses in the Middle East. Education for SLPs in Saudi Arabia has some basic differences compared to the US, but therapy goals focus on improved health and quality-of-life in both countries.
### Session Code: 1843  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Impact of Medical Diagnosis on Dysphagia Management: Patients With Head & Neck Cancer vs. Stroke  
**Presenter(s):** Loni Arrese, Nicole Rogus-Pulia  
**Abstract:** Clinical decision making for dysphagia management relies heavily on the overall medical condition of a patient. This session will compare and contrast dysphagia management of individuals with head and neck cancer and those status-post stroke. Discussion and recommendations will be presented as case studies. Videofluoroscopic swallow studies will aid discussion.

### Session Code: 1844  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Radiation Induced Dysphagia the Cause & Cure  
**Presenter(s):** Timothy McCulloch, Katherine Hutcheson, Jan Lewin  
**Abstract:** After radiation therapy to the laryngopharynx and neck prolonged or late-onset dysphagia is common. We are gaining insight as to the cause and understanding about best management plans. Not all treatments have shown value but we believe there is hope, with engaged clinical care, early active interventions and novel therapies.

### Session Code: 1846  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Dose – Response in Voice Therapy: A Measurement Dilemma  
**Presenter(s):** Nelson Roy, Joseph Stemple  
**Abstract:** This session is developed by, and presenters invited by, Voice and Alaryngeal Communication. Behavioral management of voice disorders lacks precision regarding optimal dose – response relationships. In this invited seminar, the complicated issue of optimal dosing will be explored within the context of voice therapy, with particular emphasis placed on the current state of the art and implications for voice practitioners.

### Session Code: 1847  
**PDH(s):** 1 Hrs  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Hybrid Breathing Technique for Paradoxical Vocal Fold Motion: A Novel Technique  
**Presenter(s):** Kristina Johnston  
**Abstract:** This session will provide a background on the nature of PVFM, basic treatment techniques, an introduction to a novel respiratory retraining technique called the Hybrid Breathing Technique, case studies of patients who use this technique and experiences associated with teaching the technique at National Jewish Health.

### Session Code: 5005  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Journey of an Adolescent Eye-Gaze Communicator: Overcoming Barriers & Increasing Participation in General Education  
**Presenter(s):** Tina Caswell, Rachel Brown, Ashley Drake  
**Abstract:** This presentation will focus on an adolescent with complex communication needs (CCN) in collaboration with her middle school team to increase her participation in a general education classroom with the support of augmentative and alternative communication (AAC) strategies, specifically a speech-generating device utilizing eye-gaze technology.
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<th>Session Code: 5006</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 30 Mins</td>
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<tr>
<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Technical Clinical</td>
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<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: Using Data Visualization With AAC Technology</td>
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<tr>
<td>Presenter(s): Russell Cross</td>
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<tr>
<td>Abstract: A number of AAC devices and software can collect client-generated language. Using such data can help inform decisions about intervention and turning raw numerical data in more intuitive graphic representations can make this easier.</td>
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<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 30 Mins</td>
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<tr>
<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Technical Clinical</td>
</tr>
<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: Family Leisure as a Context for AAC Intervention: An Interdisciplinary Case Study</td>
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<tr>
<td>Presenter(s): Tara O’Neill, Ashley McCoy, Christine Holyfield, Susannah Boyle, Jiali Liang, Kelsey Mandak, Krista Wilkinson</td>
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<tr>
<td>Abstract: Despite the rich communication opportunities available during family leisure, it is an often overlooked context in AAC. Through a case study approach, this session explores the application of family systems theory, applied behavioral analysis, and literacy activities to support effective integration of AAC into family leisure.</td>
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<th>Session Code: 5008</th>
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<td>PDH(s): 30 Mins</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Technical Clinical</td>
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<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: What’s Next? Transition Planning for an Adolescent With CCN From Student to Employee</td>
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<tr>
<td>Presenter(s): Tina Caswell, Karen Warfle</td>
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<tr>
<td>Abstract: This presentation will share the successful journey of one teenager from home schooled education to employment, while utilizing augmentative and alternative communication (AAC). The positive outcomes revealed can be achieved by other adolescent users of AAC when transitioning from a being student to an employee.</td>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Technical Clinical</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Combining ASD-Specific Screening Tools to Capture Red Flags in 12-Month-Old High-Risk Siblings</td>
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<tr>
<td>Presenter(s): Natalie Brane, Moira Lewis, Bethany Kotlar, Scott Gillespie, Amy Wetherby</td>
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<tr>
<td>Abstract: Infant siblings of children with autism spectrum disorders (ASD) are at increased risk for ASD. Within longitudinal research at an NIH-funded Autism Center of Excellence (ACE) program currently underway at the Marcus Autism Center in Atlanta, we are utilizing multi-source screening to detect red flags as early as 12 months.</td>
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<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Technical Clinical</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Setting Functional Early Communication Goals for Children on the Autism Spectrum: A Clinical Assessment Tool</td>
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<tr>
<td>Presenter(s): Lisa Drake</td>
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<tr>
<td>Abstract: The social use of verbal and nonverbal communication is a core deficit in children with autism. This session presents a clinical assessment tool that allows clinicians to work with parents to identify the child’s social communication profile and utilize this profile to inform selection of social communication goals.</td>
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## 2016 ASHA Convention Program Sessions

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<th>PDH(s): 30 Mins</th>
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<td>5020</td>
<td>Introductory/Professional Education</td>
<td>Marriott/Franklin 1</td>
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<tr>
<td>5020</td>
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<td>Technical Clinical</td>
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<tr>
<td>5020</td>
<td>Language Sampling Practices With Children Who Are Deaf/Hard of Hearing</td>
<td>30 Mins</td>
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<tr>
<td>5020</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>30 Mins</td>
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<tr>
<td>5020</td>
<td>Session Format: Technical Clinical</td>
<td>Marriott/Franklin 1</td>
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<tr>
<td>5020</td>
<td>Speaker(s): Megan Shannahan, Kristina Blaiser</td>
<td>Thursday, November 17, 2016</td>
</tr>
<tr>
<td>5020</td>
<td>Abstract: Recent research (Nuess et al., 2013) suggests that professionals who specialize in serving children who are DHH rarely use language samples in their regular assessment battery. This presentation will report results from a national survey examining demographics, language sampling practices, and barriers towards language sampling of children who are DHH.</td>
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### Session Code: 5020

**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Language Sampling Practices With Children Who Are Deaf/Hard of Hearing  
**Speaker(s):** Megan Shannahan, Kristina Blaiser  
**Abstract:** Recent research (Nuess et al., 2013) suggests that professionals who specialize in serving children who are DHH rarely use language samples in their regular assessment battery. This presentation will report results from a national survey examining demographics, language sampling practices, and barriers towards language sampling of children who are DHH.

### Date: Thursday, November 17, 2016

**Location/Room:** Marriott/Franklin 1  
**Session Format:** Technical Clinical

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### Session Code: 5021

**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Streamlining Diagnosis for Young Children With Significant Communication Delays: A Collaborative Model  
**Speaker(s):** Amy Levin, Jennifer Phelan, Megan Roberts, Sarah Bauer  
**Abstract:** Northwestern University Center for Audiology, Speech, Language and Learning in partnership with Lurie Children’s Hospital of Chicago have developed a Developmental Diagnostic Program that streamlines the diagnostic process for children with significant communication delays. This family-centered, interdisciplinary program utilizes sequential visits to fully assess each child’s unique profile.

### Date: Thursday, November 17, 2016

**Location/Room:** Marriott/Franklin 1  
**Session Format:** Technical Clinical

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### Session Code: 5022

**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** How to Talk to Children  
**Speaker(s):** Raymond Hull  
**Abstract:** The developing auditory central nervous system and speed of processing of auditory/language information in normally developing children will be discussed. Speech characteristics of adults will be addressed and compared to what can be expected of a child’s CNS to process, interpret and comprehend over-time.

### Date: Thursday, November 17, 2016

**Location/Room:** Marriott/Franklin 1  
**Session Format:** Technical Clinical

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### Session Code: 5023

**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Support Early Word Learning With Co-Speech Gestures  
**Speaker(s):** Nina Capone Singleton, Laura Anderson, Jessica Saks  
**Abstract:** This session (1) reviews the scientific and clinical evidence-base for supporting early word learning with co-speech iconic gestures. Through (2) a case study, attendees practice noun choices and creation of iconic gestures while working with the session presenters. Theory, in brief, (3) bridges the gap between science and clinical practice.

### Date: Thursday, November 17, 2016

**Location/Room:** Marriott/Franklin 13  
**Session Format:** Technical Clinical

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### Session Code: 5024

**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Bedside Tool for Assessing Milk Flow Rates From Bottle Nipples  
**Speaker(s):** Pamela Dodrill, Britt Pados, Jinhee Park, Lauren Mundy  
**Abstract:** Milk flow can affect swallow safety in infants, hence, it is important for clinicians to be able to measure the flow rate of bottle nipples used with patients. This study describes a bedside tool that can be used to assess milk flow, and compares it to an existing laboratory tool.

### Date: Thursday, November 17, 2016

**Location/Room:** Marriott/Franklin 13  
**Session Format:** Technical Clinical

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Speech-Language Pathology Sessions (updated as of 9/2/16)
<table>
<thead>
<tr>
<th>Session Code</th>
<th>PDH(s): 30 Mins</th>
<th>Level/Type: Introductory/Professional Education</th>
<th>Topic Area: Swallowing and Swallowing Disorders (SLP)</th>
<th>Title: Videofluoroscopic Swallow Studies: How to Cultivate a Partnership With Radiology to Improve Interpretation</th>
<th>Presenter(s): Angela Dietsch, WJ Bryan Lewis</th>
<th>Abstract: Videofluoroscopic swallow studies (VFSS) require a unique partnership between radiologists and SLPs – study implementation and interpretation is a shared endeavor. By collaborating with radiology to develop a transdisciplinary quality assurance project focused on standardizing VFSS procedures according to evidence-based practices, we created an enhanced patient-centered, high-quality standard of practice.</th>
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<tbody>
<tr>
<td>5025</td>
<td></td>
<td>Intermediate/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Swallowing Shape Changes: How Do Bolus Properties Affect Swallowing Mechanics?</td>
<td>Angela Dietsch, Bill Pearson, Nancy Solomon</td>
<td>Computational Analysis of Swallowing Mechanics enables identification of subtle changes in swallowing physiology before functional differences are evident. This recently developed tool was used to detect effects of bolus volume, viscosity, and taste on swallowing mechanics, and has tremendous potential to facilitate clinical tracking of swallow recovery and/or degeneration.</td>
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<tr>
<td>5026</td>
<td></td>
<td>Intermediate/Research Submission</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Prophylactic Swallowing Exercises for Patients Post HNC: Translating Evidence Into a Clinical Pathway</td>
<td>Barbara Messing, Elizabeth Ward, Cathy Lazarus, Melissa Kim, Jessica Silinonte</td>
<td>A randomized controlled trial that sought to determine whether prophylactic swallow interventions in head and neck cancer patients undergoing CXRT would result in better swallow outcomes and improved quality of life as compared to a control group was translated into clinical practice through the implementation of a clinical pathway.</td>
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<tr>
<td>5027</td>
<td></td>
<td>Introductory/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Trismus Prevention &amp; Treatment - When, Why &amp; How for Cancer &amp; Radiation Patients</td>
<td>Robert Christensen</td>
<td>Trismus is a common side-effect from radiation and surgery for head &amp; neck cancer patients, often with severe QOL limitations and medical risks. We will review the risks, progression, and diagnosis of trismus; as well as, treatment options, devices, and protocols for trismus.</td>
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<tr>
<td>5028</td>
<td></td>
<td>Intermediate/Professional Education</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
<td>Prevalence of Esophageal Dysmotility, Gastroesophageal Reflux &amp; Microaspiration in Patients With Nontuberculous Mycobacteria</td>
<td>Matina Balou, Melissa Lumish, David Kamelhar</td>
<td>Non-tuberculous mycobacteria (NTM) causes asymptomatic infection of the lungs as well as clinically significant lung disease. Chronic cough and sputum production is common. NTM is associated with changes of the airways that can lead to impairment of quality of life. It is unknown whether dysphagia contributes to the pathophysiology of NTM.</td>
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<tr>
<td>Session Code: 5029</td>
<td>Date: Thursday, November 17, 2016</td>
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<tr>
<td>Abstract:</td>
<td>Due to the association between dysphagia and mortality in stroke patients, it is important to develop screening measures with sufficient predictive capacity. The preliminary results of this study suggest that a screening tool for aspiration risk used in a specialized stroke unit is representative of videofluoroscopic outcomes and airway protection.</td>
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<th>Session Code: 5030</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 30 Mins</td>
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<td>Topic Area:</td>
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<td>Title:</td>
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<tr>
<td>Presenter(s):</td>
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<tr>
<td>Abstract:</td>
<td>We will present our protocol for treating head &amp; neck cancer patients. We will discuss new technologies used at Johns Hopkins, including a smart device application and resources to help guide patients through their treatment protocols. We will examine whether these technologies are beneficial for improving patient compliance.</td>
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<th>Session Code: 5031</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>Topic Area:</td>
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<td>Title:</td>
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<tr>
<td>Presenter(s):</td>
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<tr>
<td>Abstract:</td>
<td>Due to documentation requirements clinicians are challenged to determine dysphagia severity, often in the absence of instrumental assessment. Dysphagia-outcome tools are plentiful; however, indication for use of each tool is not well understood. We will review those commonly used with head and neck cancer patients and highlight strengths and weakness.</td>
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<th>Session Code: 5032</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 4</td>
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<td>Level/Type:</td>
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<td>Topic Area:</td>
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<td>Title:</td>
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<tr>
<td>Presenter(s):</td>
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<tr>
<td>Abstract:</td>
<td>In dysphagia therapy, directions such as “take a small sip” may be employed to reduce sip size. For patients who cannot follow directions, could the use of a narrow coffee/cocktail straw substitute for a directive? This study examines sip sizes in different width straws paired with different verbal directions.</td>
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<th>Session Code: 5033</th>
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<td>Session Format: Technical Clinical</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Using Nasopharyngoscopy to Improve Tracheoesophageal Voice Prosthesis Evaluations &amp; Outcomes</td>
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<tr>
<td>Presenter(s):</td>
<td>Holly Hess, David Shonka</td>
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<tr>
<td>Abstract:</td>
<td>In-office nasopharyngoscopy may be applied during voice prosthesis evaluations in order to safely and efficiently characterize and manage problems with voice and device function and fit in total laryngectomees that persist after thorough clinical evaluation. Case examples supported with videos will demonstrate its advantages and limitations for improved management.</td>
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<td>Session Code: 5034</td>
<td>Date: Thursday, November 17, 2016</td>
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<td>PDH(s): 30 Mins</td>
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<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Technical Clinical</td>
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<tr>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title: The Use of Forward Resonance Without Emphasis on Pitch in Working With Transgender Clients</td>
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<tr>
<td>Presenter(s): Tricia Thomas, Emily Jurgens, Annabelle Watts, Wes Chernin, Skipp Thomsen</td>
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<tr>
<td>Abstract: The purpose of this presentation is to discuss the purpose and strategies for targeting forward resonance without emphasis on pitch in working with transgender clients.</td>
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<th>Session Code: 5035</th>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 3</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Technical Clinical</td>
</tr>
<tr>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title: Development of an Electronic Voice Therapy Documentation System: Clinical Research &amp; Teaching Implications</td>
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<tr>
<td>Presenter(s): Elizabeth Heller Murray, Katherine Girouard, Meredith Cler, Cara Stepp</td>
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<tr>
<td>Abstract: An electronic voice therapy documentation system, incorporating standardized terminology, was developed. It allows clinicians to document and store information regarding voice therapy sessions in real-time. All choices and results are linked to specific patients and goals. This provides utility for clinical note writing, large-scale clinical research, and teaching new clinicians.</td>
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<th>Session Code: 5038</th>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 7/8</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Technical Clinical</td>
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<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: Teaching Core Words With PECS – Oil &amp; Vinegar or Peanut Butter &amp; Chocolate?</td>
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<tr>
<td>Presenter(s): Megan Wiessner, Elizabeth Hanson, Kim Peterson</td>
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<td>Abstract: The authors discuss a framework for incorporating core vocabulary within the Picture Exchange Communication System (PECS), in order to capitalize on the strengths of PECS while increasing learners’ success with academic activities, joint attention, and social interaction.</td>
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<th>Session Code: 5039</th>
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<tr>
<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 7/8</td>
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<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Technical Clinical</td>
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<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: Teaching Five-Year-Olds Using AAC to Ask Inverted Yes-No Questions: An Aided AAC Modeling Intervention</td>
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<tr>
<td>Presenter(s): Jennifer Kent-Walsh, Cathy Binger, Olivia Downs, Nancy Harrington, Erika Timpe</td>
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<td>Abstract: This investigation was designed to evaluate the impact of an aided AAC modeling intervention on: (a) the productive use of a range of simple auxiliary ‘to be’ declaratives and yes-no questions by 5 year olds with typical receptive language skills, and (b) generalization to productive use of untrained linguistic structures.</td>
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<th>Session Code: 5040</th>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 6</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Technical Clinical</td>
</tr>
<tr>
<td>Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)</td>
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<tr>
<td>Title: Ankyloglossia: To Clip or Not to Clip? That Is the Question</td>
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<td>Presenter(s): Ann Kummer</td>
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<td>Abstract: There continues to be controversy among speech-language pathologists, pediatricians, and ENTs regarding the effect of ankyloglossia on speech and indications for frenulectomy. This presentation will include a discussion of this controversy, a review of current evidence, methods for evaluation, and the appropriateness (or not!) of frenulectomy for speech.</td>
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<th>Session Code: 5041</th>
<th>Date: Friday, November 18, 2016</th>
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<td>Location/Room: Marriott/Franklin 11/12</td>
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<td>5045</td>
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### 2016 ASHA Convention Program Sessions

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<tr>
<td><strong>Level/Type:</strong> Intermediate/Professional Education</td>
<td><strong>Session Format:</strong> Technical Clinical</td>
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<tr>
<td><strong>Topic Area:</strong> Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td><strong>Title:</strong> Treating /r/ Misarticulations Using an Adaptive Motor Learning Approach</td>
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<tr>
<td><strong>Presenter(s):</strong> Megan Leece, Jonathan Preston</td>
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<tr>
<td><strong>Abstract:</strong> This presentation will provide an overview of chaining procedures that utilize principles of motor learning (PML). Cueing strategies for bunched and retroflex /r/ will be reviewed. Principles of motor learning associated with speech therapy will be outlined. Attendees will learn how PML chaining procedures may promote generalization.</td>
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**Session Code:** 5060  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Franklin 3  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Technical Clinical  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** How Words Count - Using Evidence to Drive Practice in an Educational Setting  
**Presenter(s):** Jennifer Peach  
**Abstract:** In evaluating SLP service delivery evidence-based-practice considers three sources of evidence; research, practice and client perception. This presentation explores the integration of these elements in the planning and delivery of SLP services to schools with a focus on gathering and reporting outcomes-based performance measures in the area of vocabulary instruction.  

**Session Code:** 5062  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Franklin 3  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Technical Clinical  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Using Oral Narrative Instruction for At-Risk Students in a Dual-Immersion Program  
**Presenter(s):** Lori Osborn  
**Abstract:** Kindergarteners and first graders in a dual-immersion charter school identified by teachers as having problematic listening and speaking skills were provided a systematic narrative instructional program. Results from the program will be analyzed to determine characteristics of those who may need specialized instructional services, such as those from an SLP.  

**Session Code:** 5063  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Franklin 9/10  
**Level/Type:** Introductory/Professional Education  
**Session Format:** Technical Clinical  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Monsters, Snakes & Murder: Using SentenceShaper to Support Collaborative Storytelling  
**Presenter(s):** Marcia Linebarger, Ruth Fink, Karen Cohen, Caroline Galbraith  
**Abstract:** Collaborative storytelling can potentially enhance language skills and life participation for people with aphasia. We describe a storytelling project in which people with aphasia created collaborative stories with SentenceShaper®, a communication aid that provides processing support. We discuss technical/clinical requirements and outcomes, and play representative videos.  

**Session Code:** 5064  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Franklin 9/10  
**Level/Type:** Introductory/Professional Education  
**Session Format:** Technical Clinical  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Enhancing Engagement in Everyday Life for Adults With Aphasia: Maximizing the Experience of Flow  
**Presenter(s):** Tami Howe, Thomas Sather  
**Abstract:** Interventions that support the full engagement of adults are important. Flow can be conceptualized as a specific form of engagement that involves the optimal balance of skill and challenge. This presentation will focus on how clinicians can enhance the experience of flow in the everyday lives of adults with aphasia.
### 2016 ASHA Convention Program Sessions

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<th>Session Code</th>
<th>Date</th>
<th>Location/Room</th>
<th>PDH(s)</th>
<th>Level/Type: Introductory/Professional Education</th>
<th>Topic Area: Language Disorders in Adults (SLP)</th>
<th>Title: Applying Concepts Derived From Cognitive Psychology to Language Assessment &amp; Language Therapy Provided to PWA</th>
<th>Presenter(s): Jacqueline Stark</th>
<th>Abstract: The significance of concepts and principles derived from cognitive psychology for aphasiology is less well-known, although results from this research area are highly applicable to basic assessment and rehabilitation strategies for PWA. In this presentation research results from cognitive psychology are discussed and examples relevant for SLPs are presented.</th>
<th>Session Format: Technical Clinical</th>
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<td>Saturday, November 19, 2016</td>
<td>Marriott/Franklin 9/10</td>
<td>30 Mins</td>
<td>Intermediate/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Evaluating Psychometric Properties of Health-Related Quality of Life Outcome Measures for People With Aphasia</td>
<td>Davetrina Gadson, Rebecca Shisler Marshall, Duska Frani</td>
<td>To more efficiently incorporate client centered intervention practices in individuals with aphasia, clinicians must utilize both patient reported outcomes and language based impairment measures. This presentation will educate practitioners on psychometric properties and health dimensions of outcome measures that support health related quality of life in people with aphasia.</td>
<td>Technical Clinical</td>
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<tr>
<td>5068</td>
<td>Saturday, November 19, 2016</td>
<td>Marriott/Franklin 9/10</td>
<td>30 Mins</td>
<td>Intermediate/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Twenty-Eight Years Later: Pediatric Speech-Language Disorders in Healthy Adults</td>
<td>Katie Gore</td>
<td>Discharging an IEP at age 14 does not mean that a communication disorder is &quot;cured&quot;. But, as a profession, we have largely ignored the 18-65 demographic. This session presents case studies of adults with &quot;pediatric&quot; disorders, with significant focus on how SLPs can expand support for this historically neglected population.</td>
<td>Technical Clinical</td>
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<td>5069</td>
<td>Saturday, November 19, 2016</td>
<td>Marriott/Franklin 9/10</td>
<td>30 Mins</td>
<td>Intermediate/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Using Therapeutic Singing With People Who Have Primary Progressive Aphasia</td>
<td>Megan Quimby</td>
<td>Present Progressive Aphasia is a devastating loss of language function that typically occurs in people under the age of 65. A music based intervention has been designed to partner with conventional speech therapy interventions to improve communication outcomes with this disorder.</td>
<td>Technical Clinical</td>
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<td>5070</td>
<td>Saturday, November 19, 2016</td>
<td>Marriott/Franklin 9/10</td>
<td>30 Mins</td>
<td>Intermediate/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>An Aphasia Community Chorus: Language &amp; Social Implications</td>
<td>Jerome Kaplan, Rachael Barber, Gina Sultan, Caitlin Hyatt</td>
<td>A choral group for individuals with aphasia was developed collaboratively by a speech-language pathologist, neurologic music therapist, and graduate students over the course of a semester. Clients participated in pre- and post-semester pilot screens to determine functional linguistic and social levels. Outcome data indicated gains in both areas.</td>
<td>Technical Clinical</td>
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<td>5071</td>
<td>Saturday, November 19, 2016</td>
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<td>Language Disorders in Adults (SLP)</td>
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<td>Topic Area</td>
<td>Title</td>
<td>Presenter(s)</td>
<td>Abstract</td>
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<td>5072</td>
<td>Saturday, November 19, 2016</td>
<td>Introductory/Professional Education</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Interaction-Based Developmental Language Assessment</td>
<td>Tara Sheridan, Stephanie Feirisen, Randi Katz, Jennifer O'Neil, Sima Gerber</td>
<td>The Developmental Observation of Language – Links to Intervention (DOLLI), an assessment tool for use with children functioning at early developmental levels, analyzes a child’s profile across 5 language capacities (engagement, intentionality, shared ideas, comprehension, production). It serves as a framework for setting goals for children with significant language impairments.</td>
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<td>5073</td>
<td>Saturday, November 19, 2016</td>
<td>Intermediate/Professional Education</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>An Intensive Summer Preschool Language Intervention Program: Development &amp; Implementation</td>
<td>Michelle Mentis, Karole Howland, Meghan Graham</td>
<td>We describe an innovative intensive language intervention program for preschool children with language disorders and their families developed at Boston University. We discuss the rationale for an intensive summer program, design and implementation of the program including video examples, lessons learned, and outcomes.</td>
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<td>5074</td>
<td>Saturday, November 19, 2016</td>
<td>Introductory/Professional Education</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Hickory Dickory Dock, Therapy Centers Around the Clock</td>
<td>Amanda Council, Aimee Adams, Leslie Ruiz</td>
<td>Thematic centers were used in a university clinic with a diverse preschool group. Themes centered on nursery rhymes were used to target goal achievement. Nursery rhymes cohesively work with centers, as they include multiple facets to facilitate phonological skills, language development, cognitive development, physical development, and social and emotional development(Kenney,2005).</td>
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<td>5075</td>
<td>Saturday, November 19, 2016</td>
<td>Intermediate/Professional Education</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Examining Comorbidities &amp; Treatment Considerations in a Cohort of Children With Childhood Apraxia of Speech</td>
<td>Becky Baas, Ruth Stoeckel, Taylor Kosey, Edythe Strand</td>
<td>Childhood Apraxia of Speech (CAS) frequently occurs in the context of co-occurring medical and behavioral diagnoses, yet there are little data to document the extent to which this occurs. This paper reviews the frequency and type of co-morbidities in 400 children diagnosed with CAS. Treatment implications are discussed.</td>
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<td>5077</td>
<td>Saturday, November 19, 2016</td>
<td>Marriott/Franklin 5</td>
<td>Intermediate/Research Submission</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Chromosomal Deletions in Three Children With Motor Speech Disorders: Novel Candidate Genes &amp; Interprofessional Implications</td>
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<td>5077</td>
<td>Saturday, November 19, 2016</td>
<td>Marriott/Franklin 5</td>
<td>Intermediate/Professional Education</td>
<td>Speech Sound Disorders in Children (SLP)</td>
<td>Two Measures of Auditory-Guided Speech Development in Children Who Are Deaf or Hard of Hearing</td>
<td>David Ertmer</td>
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<td>5077</td>
<td>Saturday, November 19, 2016</td>
<td>Marriott/Franklin 5</td>
<td>Introductory/Research Submission</td>
<td>Speech Sound Disorders in Children (SLP)</td>
<td>Implementing Computer-Based Intervention for Children With Speech Sound Disorder in Early Childhood Settings: Educators’ Perspectives</td>
<td>Kathryn Crowe, Tamara Cumming, Jane McCormack, Elise Baker, Sharynne McLeod, Yvonne Wren, Susan Roulstone, Sarah Masso</td>
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<td>5501</td>
<td>Thursday, November 17, 2016</td>
<td>Marriott/Franklin 6</td>
<td>Introductory/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>General Education Teacher Knowledge, Attitudes &amp; Experience Regarding Augmentative &amp; Alternative Communication</td>
<td>Rylie Brandt, Maggie Watson, Julia King, Christine Witt</td>
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Abstract: Chromosomal anomalies can cause speech sound disorders (SSDs). Here, we present a child with a 2p16.3 deletion and two children with overlapping 6q25.3 deletions, all with motor SSDs and global motor delays. The deletions yield novel candidate genes. Systemic effects of chromosomal anomalies motivate interprofessional approaches to diagnosis and treatment.

Abstract: This presentation will describe the Conditioned Assessment of Speech Production (CASP) and the Open- & Closed-set Task (O&C); two objective tools for assessing early speech and vocabulary development in very young children who are deaf or hard of hearing.

Abstract: Twenty-two educators (teacher’s assistants or service directors) were interviewed about their experiences of implementing a computer-based intervention for preschool children with speech sound disorders in early childhood settings. Educators described personal, environmental, and intervention-specific factors that acted as barriers and/or facilitators to implementation.

Abstract: Studies show students who use alternative and augmentative communication (AAC) are being integrated into the general education classroom at an increasing rate; however general education teacher training about AAC is limited. This survey investigated teachers' knowledge, education, experience, and attitudes in regard to AAC. Results and implications will be discussed.

Abstract: Understanding the symbolic language characteristics and related abilities of students with complex communication needs and significant cognitive disabilities can improve practice through informed attention to all areas of need. This session will review the results of a survey representing more than 38,000 students with significant cognitive disabilities across 14 states.
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<th>Session Code</th>
<th>Date</th>
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<th>Topic Area</th>
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<td>5503</td>
<td>11/17/2016</td>
<td>Marriott/Franklin 6</td>
<td>Intermediate/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Enhanced Communicative Skills in Children With Multiple Disabilities After Interaction With Robots</td>
<td>Haralambia Kollia, Stephanie Heath, Diana Scalici, Gabrielle Cuzzolino, Erica Bissonnette</td>
<td>We examined a novel technique to enhance communicative skills such as eye contact, initiation, attention, joint attention, and social pragmatic skills in children with multiple disabilities. ASK-NAO Robots were utilized in a series of case studies to achieve specific learning objectives. Preliminary results indicate increased communicative behaviors.</td>
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<td>5504</td>
<td>11/17/2016</td>
<td>Marriott/Franklin 6</td>
<td>Intermediate/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Technology-Assisted Language Intervention for Children Who Are Deaf or Hard of Hearing</td>
<td>Sandra Grether, Rose McAuley, Jareen Meinzen-Derr</td>
<td>Children who are deaf or hard of hearing (DHH) can have substantial language underperformance from cognitive potential. The objective of this study was to determine the impact of an augmentative and alternative communication (AAC) approach on specific language domains for children who are DHH with a language gap.</td>
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<td>5505</td>
<td>11/17/2016</td>
<td>Marriott/Franklin 6</td>
<td>Intermediate/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Effects of Parent Instruction on the Communicative Turns of Preschoolers With Down Syndrome Using AAC</td>
<td>Erika Timpe, Jennifer Kent-Walsh, Cathy Binger, Debbie Hahs-Vaughn, Jamie Schwartz, Nancy Harrington, Linda Lavadia, Judith Vazquez</td>
<td>This session will present the results of an investigation examining a parent intervention program incorporating both face-2-face and telepractice AAC intervention sessions with young children using AAC and their parents. A detailed clinical program description will be presented along with overall findings, clinical implications, and directions for future research.</td>
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<td>5506</td>
<td>11/17/2016</td>
<td>Marriott/Franklin 6</td>
<td>Intermediate/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Selecting Vocabulary for Shared Reading: A Comparison of Two Books</td>
<td>Eric Sanders, Allison Blakeley, Amy Wilde, Ashley Vuylsteke</td>
<td>Children learn important foundational skills related to the development of oral and written language during shared reading interactions. With children who use AAC, these interactions may be impacted due to available vocabulary. This study identifies, compares, and analyzes vocabulary that may promote these interactions across two popular children's books.</td>
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<td>5507</td>
<td>11/17/2016</td>
<td>Marriott/Franklin 6</td>
<td>Introductory/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Evaluating Control of Commercial AAC Devices via Brain-Computer Interface by Individuals With Neuromotor Deficits</td>
<td>Jonathan Brumberg, Kevin Pitt, Jeremy Burnison</td>
<td>Brain-Computer Interfaces (BCIs) are currently developed to provide access to communication for individuals without voluntary motor control. However, most BCI implementations utilize non-clinical/commercial communicational interfaces. The aim</td>
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of this study is to create and test a BCI that provides individuals with advanced paralysis access to commercially available communication devices.

**Session Code:** 5508  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Examining Caregivers' Knowledge of Autism Across Rural & Urban Settings: Does a Knowledge Disparity Exist?  
**Presenter(s):** Angela Barber, Lea Yerby, Lorien Baker, Ted Tomeny  
**Abstract:** Little is known about the culture of ASD in rural communities, including caregivers’ knowledge about autism, which contributes to early identification. The purpose of this study was to compare rural and urban caregivers’ knowledge of autism. Implications for improving accessibility to reliable autism information in underserved areas will be discussed.

**Session Code:** 5509  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Comparison of the PLS-5 to Autism Measures in Children With & Without Autism  
**Presenter(s):** Angela Barber, Rachel Saffo, Sarah Ryan, Jennifer Baggett, Amanda Jones, Morgan McKinney  
**Abstract:** Little research exists regarding the influence of language profiles in diagnosis of autism and social communication disorder. Results comparing PLS scores for children with and without autism (n= 53:18) to autism assessments show the PLS and Mullen measure structural language that is not positively correlated to measures of autism symptomology.

**Session Code:** 5510  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Context-Focused Parent Coaching Intervention: Enhancing Participation in Children With Autism Spectrum Disorder  
**Presenter(s):** Marie-Christine Potvin, Emily Slentz, Patricia Prelock  
**Abstract:** Results of a single-subject multiple-baseline design examining an inter-professional context-focused parent-coaching approach to expanding recreational participation in children with autism spectrum disorders will be presented. Results indicate this approach supports parents and their children with ASD in identifying recreational goals and solutions to barriers in the attainment of these goals.

**Session Code:** 5511  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Negotiating Knowledge: Parents’ Experience of the Neuropsychiatric Diagnostic Process for Children With Autism  
**Presenter(s):** Emilia Carlsson, Björn Kadesjö, Carmela Miniscalco, Katja Laakso  
**Abstract:** A qualitative interview study, conducted with parents of 11 children who were diagnosed with Autism spectrum Disorder, 2 years prior. The parents were interviewed about their experiences of the neuropsychiatric diagnostic process, i.e. the time before the screening, the time during the neuropsychiatric multidisciplinary evaluation and the time after diagnosis.

**Session Code:** 5513  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** The Effectiveness of Attentional Focus on Changing Resonance Characteristics of Speech Production  
**Presenter(s):** Olivia Masek-McIntosh, Brian Jackson, Kerry Mandulak
Abstract: The purpose of this exploratory study was to determine the effectiveness of a motor learning principle in the control of nasal resonance. Results regarding the effectiveness of task production and amount/rate of behavior change within three attentional focus directions will be presented, as well as clinical implications of findings.

Session Code: 5514
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Carry-Over Nasal Coarticulation in Young Children With & Without Repaired Cleft Palate: Preliminary Findings
Presenter(s): Marziye Eshghi, David Zajac, Jacqueline Dorry, Daniela Vivaldi
Abstract: Carry-over nasal coarticulation was investigated using nasal ram pressure (NRP) in young children with and without cleft palate (CP) between 12 and 18 months of age. Although carry-over coarticulation increased over time for both groups, it was more gradual and less extensive for children with CP. Possible explanations are discussed.

Session Code: 5520
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Development of Neural Processes Underlying Semantics in Children Who Will Persist vs. Recover From Stuttering
Presenter(s): Amanda Hampton Wray, Christine Weber
Abstract: Language skills develop rapidly throughout early childhood. Neurophysiological measures of language processing have been found to distinguish children who persist versus recover from stuttering. The current longitudinal study evaluates the development of neural processes underlying language in young children who will eventually persist or recover from stuttering and fluent peers.

Session Code: 5521
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Correlation of Auditory Electrophysiological Measurements & Fluency Improvement in Adults Who Stutter
Presenter(s): Ana Ritto, Fabiola Juste, Camila Rabelo, Eliane Schochat, Claudia Andrade
Abstract: The purpose of this study was to compare the performance of people who stutter during solo and choral reading with auditory electrophysiological measurements. Participants who stuttered presented lower stuttering frequency during choral reading. Auditory electrophysiological measurements were not capable of determining accurate predictions of fluency improvement via auditory input.

Session Code: 5522
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Rhythm Perception & Functional Connectivity Differences in Adults Who Stutter
Presenter(s): Elizabeth Wieland, John Devin McAuley, Ho Ming Chow, David Zhu, Soo-Eun Chang
Abstract: We investigated whether adults who stutter exhibit less efficient rhythm discrimination abilities than controls, which may additionally be reflected in the brain functional networks. A rhythm perception experiment was conducted during fMRI. The functional results showed significant group differences for brain activity patterns relevant to rhythm perception and internal timing.

Session Code: 5523
PDH(s): 30 Mins
Level/Type: Advanced/Research Submission
Topic Area: Fluency (SLP)
Title: The Psychosocial Impact & Resilience in Parent-Child Relationships in Preschool Stuttering
**Presenter(s):** Janet Beilby  
**Abstract:** Little is known about the impact of stuttering close to onset and the impact of stuttering on the parents of young children who stutter. This study investigated the parenting styles of parents of preschool children who stutter and the psychosocial impact of stuttering on the preschool child and their parents.

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<th>Session Code: 5534</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 2</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Technical Research</td>
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<tr>
<td>Intermediate/Research Submission</td>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Language Learning Through the Arts: An Examination of Vocabulary &amp; Parent-Child Communication Topics</td>
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<td>Presenter(s): Giselle Nunez, Maria Soria, Michael Scaletta</td>
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<td><strong>Abstract:</strong> This study examined the use of implicitly embedded vocabulary skills of bilingual students who participated in a summer arts program. Additionally, the language topics and support that parents indicated that they provided for their child at home will be discussed.</td>
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<th>Session Code: 5535</th>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Technical Research</td>
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<tr>
<td>Introductory/Research Submission</td>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Investigating the Meaning of &quot;Kindergarten Readiness&quot;</td>
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<td>Presenter(s): Erin Stauder</td>
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<td><strong>Abstract:</strong> School SLPS are often a part of the team that evaluates students who are registering for Kindergarten. SLPS help teachers and administrators determine if students are &quot;ready&quot; for Kindergarten. But is there a definition of &quot;readiness&quot; that is consistent among all stakeholder? Do parents have the same definition as schools?</td>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 2</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Technical Research</td>
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<tr>
<td>Intermediate/Research Submission</td>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Examining Leader Behaviors in First-Grade Students During Peer Learning</td>
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<td>Presenter(s): Elisabeth Mlawski, Alexis Cattano</td>
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<td><strong>Abstract:</strong> This research is part of an ongoing study that aims to identify the mechanisms used by students for effective peer learning by observing naturalistic peer interactions. This presentation will explore behaviors leaders and followers exhibit. Additionally, this information will help clinicians and teachers facilitate the best possible peer learning experiences.</td>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 2</td>
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<td>Level/Type:</td>
<td>Session Format: Technical Research</td>
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<tr>
<td>Introductory/Research Submission</td>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<td>Title: Do Children Born Prematurely Catch Up in Their Speech-Language Abilities at School-Age?</td>
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<td>Presenter(s): Emily Zimmerman</td>
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<td><strong>Abstract:</strong> This systematic review examined the extent to which children born prematurely catch up to their full-term peers in terms of their speech-language abilities at early school age. This information is critical to speech-language pathologists working with the preterm infant population.</td>
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<th>Session Code: 5538</th>
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<td>PDH(s): 30 Mins</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Technical Research</td>
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<tr>
<td>Intermediate/Research Submission</td>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: How Adolescents Summarize Two Types of Expository Discourse: Type of Exposition Matters</td>
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<td>Presenter(s): Jennifer Lundine, Stacy Harnish, Deena Schwen Blackett, Alexandra Zezinka, Robert Fox, Rebecca McCauley</td>
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Abstract: Summarizing expository passages is a critical, yet understudied, academic skill. This study compared adolescents' ability to summarize two types of exposition. Adolescents showed significantly higher quality scores for cause-effect passages compared to compare-contrast, demonstrating higher performance on the more cognitively challenging task. Results have implications for students, clinicians and educators.

Session Code: 5539  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Morphosyntactic Errors in the Oral Narratives of School-Age Children With Specific Language Impairment  
Presenter(s): Christine Wallin, Diane Ogiela  
Abstract: This study examined the specific types and frequencies of morphosyntactic errors produced by school-age children with and without SLI in narratives. Error types were evaluated to see if they could discriminate between groups. Syntactic complexity was also examined. Several differences were found between the groups for error rates and types.

Session Code: 5540  
PDH(s): 30 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Children’s Visual Tracking of Words & Pictures During Book Reading  
Presenter(s): Hannah Pourchot, Dr. Emily Touchstone  
Abstract: Children ages 3-5 are found to spend the majority of time examining pictures as opposed to the text during book sharing tasks. This study aims to replicate previous findings and further understand these phenomena. Do factors such as age, gender, and book content influence scanning during shared book reading?

Session Code: 5541  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Effects of Exposure to Foreign Language During Kindergarten on Cognitive Abilities in Early Elementary Children  
Presenter(s): Jeewon Yoo, Eun Song, Sinae Kang, Yun Jung Lee, Dongsun Yim  
Abstract: We examined the experience of English kindergarten (EK) and its effect on cognitive/vocabulary abilities for Korean children. EK-group showed the tighter links between memory and vocabulary both in L1 and in L2 than NEK-group, suggesting that experience of EK may influence the relationship between memory systems and vocabulary knowledge.

Session Code: 5542  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Impact of Family & Child Factors on the Language Skills of School-Age Children  
Presenter(s): Vicki Simonsmeier, Ronald Gillam  
Abstract: Confirmatory Factor Analysis and Structural Equation Modeling of both family factors (income, education, family history of SLP or reading problems) and child factors (gender, age/grade, and history of ADHD diagnosis) and the significant impact on the language outcomes of 385 children in this study will be shared.

Session Code: 5543  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Metacognitive Verbs in Narrative Speaking: A Comparison of Adolescents & Adults  
Presenter(s): Marilyn Nippold, Laura Vigeland
| Session Code  | Date                  | Location/Room            | PDH(s): | Location/Room | Level/Type                 | Topic Area                          | Title                                                                 | Presenter(s)                                                                                     | Abstract                                                                                                                                                                                                                                                                                                                                                       |
|---------------|-----------------------|--------------------------|---------|---------------|-----------------------------|-------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 5544          | Thursday, November 17, 2016 | Marriott/Franklin 7/8    | 30 Mins | Marriott/Franklin 7/8 | Intermediate/Research Submission | Language Disorders in Adults (SLP) | Sensitive Measures of Language Function Necessary to Detect Impairment in Patients With Brain Tumors | Malin Antonsson, Francesca Longoni, Lena Hartelius                               | We examined the use of metacognitive verbs in the narrative speaking of adolescents and adults. The adolescents performed as well as the adults, and for both groups, metacognitive verbs were closely associated with the production of nominal clauses to describe the mental activities of story characters. |
| 5545          | Thursday, November 17, 2016 | Marriott/Franklin 9/10   | 30 Mins | Marriott/Franklin 9/10 | Intermediate/Research Submission | Language Disorders in Adults (SLP) | Acquisition & Generalization Responses in Aphasia Naming Treatment: A Meta-Analysis of Semantic Feature Analysis Outcomes | Yina Quique, Michael Dickey                                             | Effect on language ability caused by slow growing brain tumors differ from those caused by stroke. This present study shows that a standard aphasia test is unable to detect language impairment in tumor patients, but tests such as word fluency and a test of language comprehension can detect impairment. |
| 5546          | Thursday, November 17, 2016 | Marriott/Franklin 7/8    | 30 Mins | Marriott/Franklin 7/8 | Introductory/Research Submission | Language Disorders in Adults (SLP) | A Quick Test of Cognitive Speed (AQT): Preliminary Screening Criteria for Turkish-Speaking Adults | Selen Gunduz, Elisabeth Wiig, Melinda Corwin                                | In aphasia treatment, after acquiring a communicative behavior, the goal is to achieve generalization. Few studies have examined the factors that underlie successful acquisition and generalization. The present study explored acquisition and generalization responses to Semantic Feature Analysis (SFA) by analyzing published SFA single-subject controlled experiments. |
| 5547          | Thursday, November 17, 2016 | Marriott/Franklin 9/10   | 30 Mins | Marriott/Franklin 9/10 | Intermediate/Research Submission | Language Disorders in Adults (SLP) | Long-Term Recovery of Naming Abilities in Individuals With Aphasia              | Alyssa Sachs, Pelagie Beeson                                         | Naming impairment is the universal characteristic of aphasia and the most common focus of intervention. Although many studies document response to naming treatment there is limited longitudinal information. Our examination of Boston Naming Test performance from 47 individuals with aphasia over a 25-year period showed significant improvement with continued treatment. |
Abstract: Older individuals are concerned with maintaining or improving their cognitive function/brain health. This study examined the relationship between cognitive functions and performance of instrumental activities of daily living. Results suggest some measures of cognitive function as well as education level may predict performance during instrumental activities of daily living.

Session Code: 5549
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: Training Auditory Discrimination & Speech Comprehension Abilities in Aphasia: Implications for Treatment
Presenter(s): Paul Fillmore, Julius Fridriksson
Abstract: Here, we present data from two studies on auditory training (spectro-temporal discrimination) protocols which may be useful for treating speech comprehension (e.g. time-compressed speech, speech-in-noise) in aphasia. Results suggest that impaired auditory discrimination can be trained, and that adequate auditory abilities are crucial for successfully training speech comprehension.

Session Code: 5550
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: Performance on a Modified Version of the Frontal Behavioral Inventory in Primary Progressive Aphasia
Presenter(s): Donna Tippett, Cornelia Demsky, Rajani Sebastian, Amy Wright, Cameron Davis, Aaron Meyer, Rhonda Friedman, Argye Hillis
Abstract: Disinhibition scores on the Modified Frontal Behavioral Battery were significantly different between primary progressive aphasia (PPA) subtypes and mild cognitive impairment (p=0.022, F=3.02). The odds of having semantic variant PPA were significantly higher (OR 1.04 [1.01-1.09]) for every 1 point on the disinhibition score (p=0.012).

Session Code: 5551
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: Do Cognates Facilitate Cross-Linguistic Transfer in Bilingual Speakers With Aphasia? Insights From Two Single-Subject Interventions
Presenter(s): Stephanie Grasso, Elizabeth Peña, Diana Cruz, H. Isabel Hubbard, Maria Luisa Gorno-Tempini, Maya Henry
Abstract: The use of cognates in bilingual treatment may be a key to leveraging between-language transfer. Utilizing a single-subject multiple baseline design we implemented a tailored intervention for one bilingual speaker with stroke-induced aphasia, and one individual with primary progressive aphasia. The role of cognates in cross-linguistic generalization will be discussed.

Session Code: 5552
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: A Systematic Review of Short-Term & Working Memory Tests in Aphasia
Presenter(s): Laura Murray, Christos Salis, Jenny Dralle, Nadine Martin
Abstract: This systematic review of standardized, norm-referenced short-term and working memory tests determined what tests have been utilized in the aphasia literature and quality markers of these tests and the studies using them. Psychometric concerns and inconsistent documentation of demographic and aphasic variables underscore the need for further memory test validation.

Session Code: 5553
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
### Title: Exploring Cognitive Arousal Using Pupillometry During a Working Memory Task in People With Aphasia

**Presenter(s):** Salima Suleman, Renzo Garcia, Esther Kim  
**Abstract:** People with aphasia and a matched control group completed a working memory span task while an eye-tracker measured pupil size as a proxy for cognitive arousal. Pupil size increased as the number of items in the span increased, suggesting pupillometry may be a useful measure of cognitive effort.

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<td>PDH(s): 30 Mins</td>
<td><strong>Level/Type:</strong> Intermediate/Professional Education</td>
<td><strong>Session Format:</strong> Technical Research</td>
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<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
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### Title: Distinguishing “Art” From “Craft”: Implications on Research & Clinical Practices Involving People With Dementia

**Presenter(s):** Fatimah Hani Hassan, Brooke Hallowell, Michele Stokes  
**Abstract:** In residential and daycare settings, professionals and volunteers commonly engage people with dementia (PWD) in arts and crafts. Rarely is there a clear distinction of what constitutes “art” versus “craft”. Distinguishing between these constructs may be vitally important in understanding how related activities lead to different communicative behaviors in PWD.

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<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
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### Title: Situated Communication Across Species: A Case Study of Animals in Therapy

**Presenter(s):** Martha Sherrill, Julie Hengst  
**Abstract:** Despite growing research on Animal Assisted Therapy (AAT), little attention has been given to its potential translation to adult/neurogenic speech-language interventions. This study presents a theoretical framework to guide use of AAT for speech-language goals, with clinical implications for interactional correlates to established treatments such as Melodic Intonation Therapy.

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<th>Session Code: 5556</th>
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<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
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### Title: Do Morphophonological Patterns Affect Past-Tense Production? Evidence From Aphasia

**Presenter(s):** Stacey Rimikis, Adam Buchwald, Michele Miozzo  
**Abstract:** Previous research has found that distributions of phonological patterns within the language can help predict patterns of morphological affixation. This study investigates past-tense verb production in 17 individuals with aphasia to determine the extent to which the phonological structure of verb stems influence accuracy and error types in past-tense production.

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<th>Date: Thursday, November 17, 2016</th>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
<td><strong>Session Format:</strong> Technical Research</td>
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<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
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### Title: Thrombolysis & Early Speech & Language Changes After Stroke

**Presenter(s):** Sarah Elizabeth Campbell  
**Abstract:** Neuro-restorative interventions, such as tPA, are used frequently to improve functional outcomes after onset of stroke symptoms. This session will present a study objectively investigating the impact of tPA and other variables on early recovery of speech and language skills after stroke. Methods, results, and clinical implications will be discussed.

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<th>Session Code: 5558</th>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<td><strong>Topic Area:</strong> Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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### Title: Resistance to Structure Moderates the Effect of Treatment Intensity in Young Children With Intellectual Disabilities

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<th>Session Code: 5559</th>
<th>Date: Thursday, November 17, 2016</th>
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<td><strong>Level/Type:</strong> Introductory/Research Submission</td>
<td><strong>Session Format:</strong> Technical Research</td>
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<td><strong>Topic Area:</strong> Language Disorders in Children (SLP)</td>
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**Abstract:** Young children with intellectual disabilities with initially low resistance to structure exhibited greater gains on intentional communication following high-intensity milieu communication teaching (MCT) than low-intensity MCT. Those with high resistance to structure did not demonstrate a differential response to the two intensities.

**Session Code:** 5559  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Speech & Language Characteristics of a Child With Costello Syndrome  
**Presenter(s):** Solaman Cooperson, Casey Taliancich-Klinger  
**Abstract:** Although language deficits have been observed in individuals with Costello syndrome, there is currently little information about the particular speech and language characteristics associated with the condition. Assessment results of a child with the syndrome indicate an ability to use oral language for communication despite phonological errors and delayed language.

**Session Code:** 5560  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Speech Rate in Normally Developing Children Between 24- & 36-Months-Old: Longitudinal Study  
**Presenter(s):** Anna Tendera, Torrey Loucks, Matthew Rispoli  
**Abstract:** The current longitudinal study evaluated speech rate development in 12 children at 24 and 36 months over the period when grammar emerges. It focused on whether speech rate changes across age. The results indicated that speech rate, number of syllables, and MLU increased significantly from 24 to 36 months age.

**Session Code:** 5561  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Evaluating the Effects of Examiner & Context on Preschoolers’ Linguistic Complexity  
**Presenter(s):** Danielle Brimo, Jasmin Ash  
**Abstract:** SLPs use language samples to analyze the expressive language of children in natural contexts (Costanza-Smith, 2010). This study examined preschool children’s language complexity during a free-play and a story book context with a familiar and unfamiliar examiner. The results will reveal whether examiner and context affect preschoolers linguistic complexity.

**Session Code:** 5562  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Relationship Between Perception & Production of Non-Native Lexical Stress Contrast  
**Presenter(s):** Jingwen Li, Maria Grigos  
**Abstract:** The current study investigates the perception and production of English lexical stress by Mandarin and Cantonese speakers, in order to examine how the native language influences the perception and production of non-native speech contrasts. The relationship between perception and production will also be discussed.

**Session Code:** 5563  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Cross-Linguistic Activation of Phonotactic Constraints & Cognitive Control in Bilinguals  
**Presenter(s):** Max Freeman, Henrik Blumenfeld, Viorica Marian
**Abstract:** We identify a link between access of cross-linguistic phonotactic constraints (lexical decision task) and cognitive control (non-linguistic Stroop task) in bilinguals. Results indicate a correlation across lexical decision and Stroop performance for bilinguals (but not monolinguals), suggesting that better Stroop performance is associated with less competition from irrelevant-language phonotactic constraints.

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**Session Code:** 5564  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** The Role of Focus of Attention on the Learning of Non-Native Speech Sounds  
**Presenter(s):** Ruba Almelaifi, Malcolm McNeil, Susan Shaiman, Sheila Pratt, Susan Whitnney  
**Abstract:** This study is the first to explore the role of Focus of Attention in a motor learning paradigm in the speech domain. The results showed no significant difference among the groups on the accuracy of production of Mandarin Chinese tones. This study highlights new insights for future studies.

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**Session Code:** 5565  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** The Dispersion Theory of Contrast in Dravidian Language (Telugu): A Pilot Study  
**Presenter(s):** Krishna Yerraguntla  
**Abstract:** Present pilot study is preliminary attempt to study the application of Dispersion Theory of contrast in Dravidian Languages (Telugu). A part data of larger study was taken and analysed for the vowel inventory and it’s F1-F2. The findings observed support that Dispersion Theory of Contrast is universal.

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**Session Code:** 5568  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Uncertainty of Commercially Available Vocal Accumulation Devices  
**Presenter(s):** Eric Hunter, Ivano Ipsaro Passione, Pasquale Bottalico  
**Abstract:** Voice disorders can be difficult to assess accurately in the clinical setting and can be better characterized by long-term voice monitoring in patients’ typical daily activities. This study compared multiple commercial devices from the following companies: KayPENTAX), Sonvox, Griffin Laboratories and PR.O.VOICE. Results included highest mean error across devices.

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**Session Code:** 5569  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Neck-Surface Acceleration as an Estimate of Subglottal Pressure During Modulated Vocal Effort in Healthy Speakers  
**Presenter(s):** Victoria McKenna, Andres Llico, Daryush Mehta, Cara Stepp  
**Abstract:** The purpose of this study was to determine the relationship between intra-oral estimates of subglottal pressure and anterior neck-surface acceleration during self-modulated vocal effort. Results indicate that neck-surface acceleration amplitude is highly predictive of subglottal pressure estimates during the steady-state of prolonged vowels, with variability observed across different vocal intensities.

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**Session Code:** 5570  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Vocal Function Exercises for Normal Voice: The Effects of Varying Dosage
### Presenter(s): Maria Bane, Joseph Stemple, Richard Andreatta, Gilson Capilouto, Vrushali Angadi

**Abstract:** Little information on dosage-response relationships exists in voice therapy. This is salient due to potentially toxic effects of treatment-related over-dosing. The effects of varying dosages of Vocal Function Exercises (VFEs) on maximum phonation time in healthy speakers was studied. Results indicate a complex dosage-response relationship between VFEs and outcome measures.

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<td>5572</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 4</td>
<td>30 Mins</td>
<td>Introductory/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>The Impact of Cognition During a Symbol Search Task: A Comparison Across Three Age Groups</td>
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<td>5574</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 4</td>
<td>30 Mins</td>
<td>Introductory/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Visual-Perceptual Features of AAC Displays Affect Quality of Reaches Toward Symbols During Target Selection</td>
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<td>5575</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 3</td>
<td>30 Mins</td>
<td>Intermediate/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Grid Displays to Literacy: Effect of Dynamic Text on Word Reading for Individuals With ASD</td>
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<td>5576</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 7/8</td>
<td>30 Mins</td>
<td>Intermediate/Research Submission</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>AAC Display Theme Identification by Adults With TBI: Does Image Type Matter?</td>
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Speech-Language Pathology Sessions (updated as of 9/2/16)
Abstract: We investigated theme identification, speed, and accuracy differences of people with TBI when viewing grid displays and visual scenes. Data analysis revealed that participants accurately identified both image types; however, less time was required for scenes than for grid displays. Participants indicated a need for personalization for both display types.

Session Code: 5577
PDH(s): 30 Mins
Date: Friday, November 18, 2016
Location/Room: Marriott/Franklin 7/8
Level/Type: Intermediate/Research Submission
Session Format: Technical Research
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)
Title: Analysis of Attention, Processing & Visual Scanning in Adults With Traumatic Brain Injury
Presenter(s): Jessica Brown, Amber Thiessen, Karen Hux, Jessica Salley
Abstract: This study’s purpose was to evaluate the attention, processing, and visual search of adults with/without TBI when viewing text and icon grid displays. Data collected through eye-tracking revealed increased difficulty locating text for both groups and significantly more difficulty fully processing both target types for adults with TBI.
Abstract: The narratives produced by 5-7 years old cognitively-abled children with ASD, using the "Tuesday" story book from the ADOS battery, were compared to the narratives produced by age-matched children with Typical Development (TD). Findings point to a semantic deficit in ASD. Thoretical and clinical implications are discussed.

Session Code: 5583
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Autism Spectrum Disorders (SLP)
Title: The Oral Narrative Skills of Verbal Preschoolers With Autism Spectrum Disorder
Presenter(s): Marleen Westerveld, David Trembath, Jessica Paynter
Abstract: Oral narrative abilities of 57 preschool-age children with high-functioning autism were investigated using a story retell task. Thirty children (57%) produced an analyzable narrative; of these, only eight children (14%) showed age-appropriate performance in oral narrative quality and nine children (15.8%) demonstrated age-appropriate narrative comprehension. Clinical implications are provided.

Session Code: 5584
PDH(s): 30 Mins
Level/Type: Introductory/Research Submission
Topic Area: Autism Spectrum Disorders (SLP)
Title: Perception of Emotion in Static & Dynamic Facial Expression in Children With Autism Spectrum Disorder
Presenter(s): Melanie Queen, Angela Barber, Anthony Buhr
Abstract: This project explores the ability of children with ASD to judge emotions conveyed by cartoons in a dynamic context. Factors such as perceptual characteristics of the speaker, static vs. dynamic contexts, and diagnosis will be discussed in relation to their role in emotion recognition.

Session Code: 5585
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Autism Spectrum Disorders (SLP)
Title: The Efficacy of a Social Skills Program for Adults With High-Functioning Autism: A Pilot Study
Presenter(s): Kimberly Murza, Debbie Hahs-Vaughn
Abstract: This session will present the results of a pilot quasi-experimental study investigating the efficacy of a group pragmatic language treatment on adults with high-functioning autism. No statistically significant differences were found between the groups though some moderate to large effects in conversation were noted in favor of the treatment group.

Session Code: 5586
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Evaluating Velopharyngeal Structures in Children With 22q11.2 Deletion Syndrome Using an Innovative MRI Protocol
Presenter(s): Lakshmi Kollara, Adriane Baylis, Richard Kirschner, D. Gregory Bates, Mark Smith, Xiangming Fang, Heather Wright, Charles Ellis, Jamie Perry
Abstract: Dysmorphology in velopharyngeal structures has been shown to have significant negative implications on speech among individuals with 22q11.2 deletion syndrome. There is limited research regarding the internal velar musculature in these individuals. The purpose of this study was to examine morphological variations of the internal velopharyngeal muscles using MRI.

Session Code: 5587
PDH(s): 30 Mins
Level/Type: Introductory/Research Submission
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Speech Production in Post-Glossectomy Speakers: Articulatory Preservation & Compensation

Speech-Language Pathology Sessions (updated as of 9/2/16)
<table>
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<tr>
<th>Presenter(s): Christina Hagedorn, Uttam Sinha, Louis Goldstein, Shrikanth Narayanan</th>
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<td><strong>Abstract:</strong> Comparison of glossectomy patients’ articulatory and acoustic data to results of a simulation study provides evidence that post-operatively, patients utilize compensatory strategies in consonant production, though not in vowel production. Thus, glossectomy patients would likely benefit from pre- and post-operative speech therapy aimed at compensatory strategies in vowel production.</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Craniofacial and Velopharyngeal Disorders (SLP)</td>
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<td><strong>Title:</strong> Morphology of the Levator Veli Palatini Muscle in Cleft Palate Using Magnetic Resonance Imaging</td>
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<td>Presenter(s): Katelyn Kotlarek, Jamie Perry</td>
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<td><strong>Abstract:</strong> This study explores the morphological differences of the levator veli palatini muscle in adults with repaired cleft palate compared to adults with normal anatomy. Measures of volume, circumference, and diameter were obtained using magnetic resonance imaging and three-dimensional computer technology. Implications for surgical technique and patient-specific intervention will be discussed.</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
<td>Session Format: Technical Research</td>
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<tr>
<td><strong>Topic Area:</strong> Craniofacial and Velopharyngeal Disorders (SLP)</td>
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<tr>
<td><strong>Title:</strong> Effects of Surgery &amp; CPAP Therapy on the Velopharyngeal Mechanism: A Single Case Study Report</td>
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<tr>
<td>Presenter(s): Graham Schenck, Lakshmi Kollara, David Kuehn, Xiangming Fang, Jamie Perry</td>
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<td><strong>Abstract:</strong> The anatomical and physiological effects of secondary surgery for velopharyngeal (VP) dysfunction (VPD) and a novel, continuous positive airway pressure (CPAP) therapy protocol on muscle morphology and resonance were assessed via MRI, perceptual speech evaluation, aerodynamic pressure flow, and nasometry in a child with occult submucous cleft palate (SMCP).</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<td><strong>Topic Area:</strong> Craniofacial and Velopharyngeal Disorders (SLP)</td>
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<td><strong>Title:</strong> Characteristics of Children Who Produce Nasal Fricatives: Anatomical, Hearing &amp; Phonemic Findings</td>
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<td>Presenter(s): Chloe Morgan, David Zajac</td>
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<td><strong>Abstract:</strong> This study describes the anatomical, hearing, and phonemic characteristics of twenty-one children who produced nasal fricatives. Findings indicated (a) 67% had cleft palate, (b) 89% had adequate velopharyngeal function, (c) /s/ and /z/ were most affected, and (d) most had questionable hearing histories. Theoretical and clinical implications are discussed.</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
<td>Session Format: Technical Research</td>
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<tr>
<td><strong>Topic Area:</strong> Craniofacial and Velopharyngeal Disorders (SLP)</td>
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<td><strong>Title:</strong> Underlying Mechanism for Nasal “Rustling” Noise During Speech in Children With Cleft Palate</td>
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<tr>
<td>Presenter(s): Hedieh Hashemi Hosseinabad, Suzanne Boyce, Ann Kummer</td>
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<td><strong>Abstract:</strong> Nasal rustle denotes audible nasal noise during speech in children with cleft palate. One hypothesis for its generation is audible bubbling of secretions on the velopharyngeal port. To test this hypothesis, the noise-to-harmonics ratio, Nasometery scores, and perceptual judgements were compared before and after the secretions were removed.</td>
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<th>Session Code: 5598</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 13</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
<td>Session Format: Technical Research</td>
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<tr>
<td><strong>Topic Area:</strong> Fluency (SLP)</td>
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### Title: Stuttering & Labor Market Outcomes: Quantifying the Impact & Accounting for Causes

**Presenter(s):** Hope Gerlach, Evan Totty, Anu Subramanian, Patricia Zebrowski

**Abstract:** We conducted a secondary data analysis using longitudinal data to understand the impact of stuttering on adult labor market outcomes. We find that people who stutter are more likely to be unemployed and underemployed. Additionally, a significant pay gap exists. Last, we find that stuttering impacts males and females differently.

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<th>Session Code: 5599</th>
<th>Date: Friday, November 18, 2016</th>
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<td><strong>Level/Type:</strong> Introductory/Research Submission</td>
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<td><strong>PDH(s):</strong> 30 Mins</td>
<td><strong>Session Format:</strong> Technical Research</td>
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<td><strong>Topic Area:</strong> Fluency (SLP)</td>
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### Title: Which Speech Technique for Stuttering Is Preferred by Listeners?

**Presenter(s):** Thales De Nardo, John Tetnowski

**Abstract:** Unsophisticated listeners evaluated audio samples portraying fluency shaping and speech modification techniques. The participants rated their perceptions of the speaker, speech naturalness, listener comfort, perceived handicap, and willingness to socially interact with the speaker. The 356 surveys revealed significant differences between the speech techniques in almost all areas analyzed.

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<th>Session Code: 5600</th>
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<td><strong>PDH(s):</strong> 30 Mins</td>
<td><strong>Session Format:</strong> Technical Research</td>
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<td><strong>Topic Area:</strong> Fluency (SLP)</td>
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### Title: Construct Validity Evidence of the Assessment of Language Use in Adults (ALUSCA)

**Presenter(s):** Ana Rita Valente, Andreia Hall, Helena Alvelos, Margaret Leahy, Luis Jesus

**Abstract:** The Assessment of Language Use in Social Contexts for Adults (ALUSCA) is a reliable and content validated pragmatic competencies questionnaire. Evidence of construct validity was obtained using the known group technique and factor analysis. Significant differences between adults who stutter and controls, and response profiles revealed ALUSCA’s underlying constructs.

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<th>Session Code: 5601</th>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<td><strong>PDH(s):</strong> 30 Mins</td>
<td><strong>Session Format:</strong> Technical Research</td>
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<td><strong>Topic Area:</strong> Fluency (SLP)</td>
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### Title: Investigating the Effects of Session Frequency & Duration for Fluency Treatment in the Public Schools

**Presenter(s):** Nina Santus, Anne Bothe Marcotte

**Abstract:** Four elementary-school children who stuttered received two 30-minute, three 30-minute, or four 15-minute treatment sessions per week during one academic year. Speech data, and ratings of social, emotional, and academic functioning from parents, teachers, and speech-language pathologists, showed no consistent influences of these schedule changes.

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<td><strong>PDH(s):</strong> 30 Mins</td>
<td><strong>Session Format:</strong> Technical Research</td>
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<td><strong>Topic Area:</strong> Fluency (SLP)</td>
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### Title: Successfully Using Video-Chat to Conduct Stuttering Support Group Meetings

**Presenter(s):** Kyle Pelkey, Abriel McCann, D’Manda Price, Glen Tellis, Nina Santus, Cara Imbalzano

**Abstract:** The purpose of this research was to compare the effectiveness of attending a stuttering support group meeting via online video chat services with attending a support group in person. Results indicated that video chat services offered by stuttering support groups were beneficial and should be implemented in more groups.

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<td><strong>PDH(s):</strong> 30 Mins</td>
<td><strong>Session Format:</strong> Technical Research</td>
</tr>
<tr>
<td><strong>Topic Area:</strong> Language and Learning in School-Age Children and Adolescents (SLP)</td>
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</tbody>
</table>
### Comparing the Results of Oral Narrative Intervention to Shared Storybook Intervention

**Presenter(s):** Hannah Cimburek, Douglas Petersen, Maureen Staskowski  
**Abstract:** This study compared the effects of a large-group oral narrative intervention to a shared storybook intervention and a no-treatment control condition. Pretest and posttest narrative and expository language assessments were administered to 238 preschool and kindergarten students. Results indicated that students in the narrative intervention group made significantly greater gains.

**Session Code:** 5611  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 2  
**Session Format:** Technical Research

### Profiles of Behavior & Executive Function in Children With Specific Language Impairment

**Presenter(s):** Kristen Victorino, Haralambia Kollia, Anna Szczypien, Grace David, Carolyn Montini, Monica Kotowski  
**Abstract:** Children with Specific Language Impairment (SLI) exhibit cognitive, motor, and academic difficulties outside of language. The current study aims to identify particular areas of behavioral impairment by analyzing parent responses to two standardized measures: the Conners Comprehensive Behavior Rating Scale (CBRS) and the Behavior Rating Inventory of Executive Function (BRIEF).

**Session Code:** 5612  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 2  
**Session Format:** Technical Research

### Language Difficulties in Children With Attention Deficit Hyperactivity Disorder: A Systematic Meta-Analytic Review

**Presenter(s):** Hannah Korrel, Kathryn Mueller, Emma Sciberras  
**Abstract:** Language problems are now known to be a common feature the ADHD presentation. The findings of a systematic and meta-analytic review of the literature will be discussed, with specific focus on the types of language problems seen in ADHD, and implications for diagnosis and treatment.

**Session Code:** 5613  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 2  
**Session Format:** Technical Research

### Cross-Linguistic Developmental Model of Spelling in Second-Grade ELLs

**Presenter(s):** Kathleen Durant, Linda Jarmulowicz  
**Abstract:** We present a path analysis to model second grade spelling of morphologically complex vocabulary as a function of Spanish and English oral vocabulary and metalinguistic tasks from kindergarten to second grade. Influence of the two languages, language transfer, and changes over time are discussed.

**Session Code:** 5614  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 2  
**Session Format:** Technical Research

### Semantic, Syntactic & Orthographic Processing in Early Fluent Readers

**Presenter(s):** Donna Wolfe, Marianna Walker, Paul Vos, Gregg Givens, Monica Hough  
**Abstract:** Semantic, syntactic, and orthographic processing skills were investigated within a series of reading tasks presented at two presentation rates, and compared to reading skills in second and third grade children. Presentation rate of the written stimuli was found to affect processing accuracy and was correlated to reading fluency.

**Session Code:** 5615  
**PDH(s):** 30 Mins  
**Level/Type:** Advanced/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 2  
**Session Format:** Technical Research
### Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)

#### Title: Aligning IEP Goals & Treatment Targets for Children With LI: Does It Matter?

**Presenter(s):** Mary Beth Schmitt, Laura Justice, Sherine Tambyraja, Kelly Farquharson, Jessica Logan

**Abstract:** This study investigated alignment between IEP goals for 294 early elementary children with LI and language targets in therapy. Preliminary results suggest alignment for grammar, vocabulary, and literacy targets. The role of alignment on treatment outcomes as well as individual variation among study parameters will be discussed.

**Session Code:** 5616

**PDH(s):** 30 Mins

**Level/Type:** Advanced/Research Submission

**Date:** Friday, November 18, 2016

**Location/Room:** Marriott/Franklin 2

**Session Format:** Technical Research

#### Title: The Role of L1 Grammatical Morphology in L2 Reading Comprehension: Are There Positive Cross-Linguistic Transfers?

**Presenter(s):** Elena Zaretsky

**Abstract:** ELLs are not a homogeneous group and may show different degrees of L1 proficiency. We explore the role of L1 morphosyntactic knowledge on L2 reading comprehension among Spanish-speaking ELLs from low SES. Previous research suggests cross-linguistic transfer of derivational morphological awareness, although grammatical morphemes is a new area of research.

**Session Code:** 5617

**PDH(s):** 30 Mins

**Level/Type:** Intermediate/Research Submission

**Date:** Friday, November 18, 2016

**Location/Room:** Marriott/Franklin 7/8

**Session Format:** Technical Research

#### Title: Discourse Processing Treatment for Adults With Aphasia

**Presenter(s):** Amy Henderson, Stephen Kintz, Nicole Frisco, Heather Wright, Valentyna Hibbs

**Abstract:** This study investigated the effectiveness of a novel hierarchical discourse treatment in persons with aphasia (PWA). Participants produced narrative discourses in response to picture stimuli and the clinician used scaffolding techniques intended to improve the participant’s metacognitive and metalinguistic skills. After treatment, participants produced more informative and coherent discourses.

**Session Code:** 5618

**PDH(s):** 30 Mins

**Level/Type:** Intermediate/Research Submission

**Date:** Friday, November 18, 2016

**Location/Room:** Marriott/Franklin 9/10

**Session Format:** Technical Research

#### Title: A Primary Language Systems Approach to Understanding Alexia in Chronic Aphasia

**Presenter(s):** Elizabeth Brookshire Madden, Diane Kendall

**Abstract:** This study examined the relationship between non-orthographic semantic and phonologic performance and alexia subtype in 43 individuals with chronic stroke-induced aphasia. Severity of reading profile (WNL, phonological, deep, or global alexia) aligned with severity of non-orthographic language impairment, supporting the primary systems framework of language processing.

**Session Code:** 5619

**PDH(s):** 30 Mins

**Level/Type:** Advanced/Research Submission

**Date:** Friday, November 18, 2016

**Location/Room:** Marriott/Franklin 7/8

**Session Format:** Technical Research

#### Title: Examining Narrative Word Production in Personal Narratives

**Presenter(s):** Mary Boyle, Madeline Cruice, Lucy Dipper

**Abstract:** This study investigated the inter-rater and test-retest reliability of narrative word production in the personal narratives of speakers with and without aphasia. Results suggest that, although the speakers without aphasia demonstrated significant differences between sessions, the measure might be useful with speakers who have aphasia.

**Session Code:** 5620

**PDH(s):** 30 Mins

**Level/Type:** Introductory/Research Submission

**Date:** Friday, November 18, 2016

**Location/Room:** Marriott/Franklin 9/10

**Session Format:** Technical Research
### Session 5621

**PDH(s):** 30 Mins  
**Location/Room:** Marriott/Franklin 7/8  
**Session Format:** Technical Research  
**Date:** Friday, November 18, 2016  
**Presentation Code:** 5621  
**Session Format:** Technical Research  

**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** A Novel Scoring System to Analyze Reading & Writing Errors  
**Presenter(s):** Katrina Ross, Swathi Kiran, Jeffrey Johnson, Shreya Ramesh, Marcos Zedan  
**Abstract:** This project introduces a novel system of analysis for single-word reading and writing errors. Based on two hierarchies of accuracy, responses earn sublexical and lexical scores, generated automatically by a computer program. Responses can then be evaluated for patterns and progression, informing treatment and justifying reimbursement with objectively documented gains.

### Session 5622

**PDH(s):** 30 Mins  
**Location/Room:** Marriott/Franklin 9/10  
**Session Format:** Technical Research  
**Date:** Friday, November 18, 2016  
**Presentation Code:** 5622  
**Session Format:** Technical Research  

**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Intersentential Cohesion of Narrative Discourse in Aphasia: Stability Across Sessions  
**Presenter(s):** Mary Boyle  
**Abstract:** This study assessed the stability of intersentential cohesion measures in narrative discourse across sessions in 11 speakers with aphasia. Results revealed that, except for the measure of error ties, the measures yielded strong or very strong ICCs. Discussion will focus on the implications for clinical research.

### Session 5623

**PDH(s):** 30 Mins  
**Location/Room:** Marriott/Franklin 7/8  
**Session Format:** Technical Research  
**Date:** Friday, November 18, 2016  
**Presentation Code:** 5623  
**Session Format:** Technical Research  

**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** SALS A -- Song Augmentation of Literacy Skills in Alexia  
**Presenter(s):** Richard Birmantas, Jamie Mayer  
**Abstract:** This study assessed the effectiveness of a novel, visual-auditory approach in which choral reading was utilized in conjunction with singing to improve accuracy and speed of decoding whole-words and reacquiring functional literacy skills for an individual with pure alexia.

### Session 5624

**PDH(s):** 30 Mins  
**Location/Room:** Marriott/Franklin 9/10  
**Session Format:** Technical Research  
**Date:** Friday, November 18, 2016  
**Presentation Code:** 5624  
**Session Format:** Technical Research  

**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Conversation Analysis in Dementia: A Look at Social Interactions Before & After Medical Intervention  
**Presenter(s):** Sarah Tokach, Kathleen Scaler Scott, Adina Rosenthal, Andrea Veneziale, Rachel Bossler  
**Abstract:** The purpose of this case study was to look at the conversational interactions of a participant with Vascular Dementia before and after administration of blood thinners using Conversation Analysis (CA). Results provide important clinical implications for caregivers, speech-language pathologists, and other medical professionals when communicating with an individual with dementia.

### Session 5625

**PDH(s):** 30 Mins  
**Location/Room:** Marriott/Franklin 9/10  
**Session Format:** Technical Research  
**Date:** Friday, November 18, 2016  
**Presentation Code:** 5625  
**Session Format:** Technical Research  

**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Musical Processing in Aphasia  
**Presenter(s):** Sadhvi Saxena, Yasmeen Faroqi-Shah, L. Robert Slevc, Madeline Pifer, Tara Pinto  
**Abstract:** This study investigated whether musical processing is impaired in persons with aphasia (PWA) and whether there is a relationship between musical and linguistic syntactic processing. Performance of 24 PWA was similar to 20 healthy adults on musical processing. In either group, linguistic and musical syntactic processing were not correlated.
### The Relationship Between Functional Reorganization, Language & Cognition Post-Stroke: A Neuroimaging & Behavioral Case Study

**Presenter(s):** Arianna LaCroix, Julia Cai, Corianne Rogalsky  
**Abstract:** The neural mechanisms underlying language recovery in aphasia remain unclear. The present neuroimaging and behavioral case study investigates this topic in two well-matched participants with aphasia. Participants performed similarly on language assessments and had highly similar brain damage patterns, however the cognitive and neural resources recruited for language largely differed.

**Session Code:** 5626  
**PDH(s):** 30 Mins  
**Level/Type:** Advanced/Research Submission  
**Location/Room:** Marriott/Franklin 9/10  
**Session Format:** Technical Research

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### Imitation-Based Aphasia Therapy & the Superior Longitudinal Fasciculus

**Presenter(s):** E. Susan Duncan, Steven Small  
**Abstract:** Nineteen individuals with chronic aphasia were assessed on a narrative production task before and after 6 weeks of intensive imitation-based therapy. Percent damage to the superior longitudinal fasciculus was found to be the sole predictor of improvement for the behavioral measure, as well as for the maintenance of this improvement.

**Session Code:** 5627  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Location/Room:** Marriott/Franklin 9/10  
**Session Format:** Technical Research

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### EEG Error Detection as a Solution for Combining Advantages of Retrieval Practice & Errorless Learning

**Presenter(s):** Ellyn Riley, Dennis McFarland, Olivia McVoy  
**Abstract:** Errorless learning is an effective aphasia therapy approach, although recent evidence suggests retrieval practice is critical for achieving lasting effects. With the goal of designing a system that monitors brain state during therapy, we sought to determine whether it was possible to predict errors using EEG spectral features.

**Session Code:** 5628  
**PDH(s):** 30 Mins  
**Level/Type:** Advanced/Research Submission  
**Location/Room:** Marriott/Franklin 9/10  
**Session Format:** Technical Research

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### Resting State & Task-Based Functional Connectivity in Persons With Aphasia & Age-Matched Neurotypical Adults

**Presenter(s):** Chaleece Sandberg  
**Abstract:** We examined scan-scan changes in task-based and resting state functional connectivity in 11 neurologically healthy older adults (NHOA) compared with pre- to post-treatment changes in 10 persons with aphasia. NHOA showed no differences from scan 1 to scan 2 and differences between groups were noted at each time point.

**Session Code:** 5629  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Location/Room:** Marriott/Franklin 1  
**Session Format:** Technical Research

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### Human vs. Machine Coding of Contingencies Within Infant-Adult Interactions Yields Completely Opposite Results

**Presenter(s):** Gina Pretzer, Anne Warlaumont, Eric Walle  
**Abstract:** Previous work using automated analysis of daylong audio recordings found that speech-related infant vocalizations promote contingent adult responses more than non-speech-related vocalizations. Our analysis of hand-coded excerpts from daylong recordings revealed that reflexive vocalizations were actually more likely to elicit contingent adult responses. Methodological differences may explain these differing results.

**Session Code:** 5630  
**PDH(s):** 30 Mins  
**Level/Type:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Location/Room:** Marriott/Franklin 1  
**Session Format:** Technical Research
### Session Code: 5631
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 1  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Child Engagement & Maternal Language Input During Toy Play & Book Reading  
**Presenter(s):** Amber Forbis, Judith Goodman  
**Abstract:** If a child is not engaged by book-reading, might the child receive a better language model in another context? We analyzed child-engagement and maternal language use in two contexts: book-reading and toy-play. Aspects of maternal language input appears to be correlated with children’s level of engagement regardless of context.

### Session Code: 5632
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 1  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Parental Responses & Language Ability in Walking & Crawling Infants  
**Presenter(s):** Gina Pretzer, Drew Abney, Anne Warlaumont, Eric Walle  
**Abstract:** Walking infants have larger receptive and productive vocabularies than same-aged crawling peers. We analyzed excerpts from daylong LENA recordings. Infant vocalizations were coded as canonical, non-canonical, and reflexive and adult vocalizations as child-directed or not-child-directed. We investigate how parental responses, locomotor status, and speech-relatedness of infant vocalizations relate to language.

### Session Code: 5633
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 1  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Prevalence of Sign Use in Daycare Settings: Stress Reduction in Daycare Providers  
**Presenter(s):** Vannesa Mueller, Victoria Jeffress, Leanna Peru  
**Abstract:** Sign use is increasing in daycare settings. Two studies were conducted to examine, 1) the extent to which sign is being used in daycare facilities across the U.S. with a phone survey, and 2) the effect of sign use on daycare provider stress compared to control participants.

### Session Code: 5634
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 1  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** The Effect of Socioeconomic Status on Infant Language Development in the Shenandoah Valley  
**Presenter(s):** Rory De Paolis, Charlette McQuilkin, Brenda Seal  
**Abstract:** Analysis of LENA-recorded parent-infant communication revealed lower word counts from low SES parents, but no differences in low or mid SES infant vocalizations. Scatter plots of hourly word counts showed high scatter in the mid SES word counts and turns, suggesting a potential area of intervention for low SES parents.

### Session Code: 5635
**Date:** Friday, November 18, 2016  
**Location/Room:** Marriott/Franklin 1  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** The Reciprocity Project: An Interdisciplinary Effort to Expand Knowledge of Infant Developmental Trajectories  
**Presenter(s):** Heather Ramsdell-Hudock, Nicki Aubuchon-Endsley, Michele Brumley, Bryan Gee, Hillary Swann, Nancy Devine  
**Abstract:** We present on the coming together of multiple fields (speech-language pathology, clinical psychology, experimental psychology, occupational therapy, and physical therapy) to identify infant developmental trajectories (across socioemotional, motor, sensory, language, and functional behavior domains) as influenced by early caregiver-infant interactions.
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<td>5636</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 1</td>
<td>Advanced/Research Submission</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>The Narrative Macrostructure of Spanish-English Bilingual Preschoolers: Within- &amp; Across-Language Relations</td>
<td>Dana Bitetti, Carol Scheffner Hammer</td>
<td>The within-language relations of microstructure to macrostructure and the relation of macrostructures across languages were examined in 200 Spanish-English bilingual preschoolers. Microstructure measures (NDW and MLU) were significant predictors of macrostructure in both languages, but no association between macrostructures across languages was found. Language dominance did not impact the results.</td>
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<td>5637</td>
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<td>Marriott/Franklin 1</td>
<td>Intermediate/Research Submission</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Language Dominance &amp; the School Readiness of Spanish-English Dual-Language Learners</td>
<td>Dana Bitetti, Carol Scheffner Hammer</td>
<td>Four areas of school readiness (phonological awareness, letter-word identification, narratives, and early math) were examined in Spanish-English preschool dual-language learners based on their initial language dominance. Differences between the groups were observed at the beginning of preschool and in the changes made by the end of the year.</td>
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<td>5638</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 1</td>
<td>Introductory/Research Submission</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Double Subjects in the Spanish-Influenced English of Preschool Dual-Language Learners</td>
<td>Jodi Reich, Felicidad Garcia, Carol Scheffner Hammer</td>
<td>A study of Spanish-English Dual Language Learners from Pre-kindergarten to second grade is presented with prominent syntactic patterns observed in language samples and their relationship to relevant standardized testing. Particular attention is paid to appearance of an understudied syntactic construction - here termed the double subject (&quot;The frog he jumped.&quot;).</td>
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<td>5639</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 1</td>
<td>Intermediate/Research Submission</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Professional Development in Interactive Shared Book Reading &amp; Explicit Vocabulary Instruction for Early Childhood Educators</td>
<td>Ciera Lorio, Juliann Woods, Madalyn Hart, Madison Gliem, Caitlin Downie</td>
<td>Five early childhood educators received professional development (PD) for interactive shared book reading and explicit vocabulary instruction in a multiple baseline across participants single case design. PD included a video-illustrated iPad module and face-to-face coaching. Teacher use of targeted strategies and the subsequent impact on student vocabulary acquisition was measured.</td>
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<td>5640</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 1</td>
<td>Introductory/Research Submission</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Interactive Book Reading Effects Using Expository Picture Books With Preschoolers’ With Disabilities</td>
<td>Allison Breit Smith, Arnold Olszewski, Ying Guo</td>
<td>Exposure to a variety of expository text structures at a young age lays the groundwork for later successful reading comprehension. The present study explored the impact of an expository text intervention delivered during interactive book reading on the expository text and language skills of preschoolers identified with language impairment.</td>
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<td>5641</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 1</td>
<td>Intermediate/Research Submission</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Relationships Between Action Control, Language &amp; Language Disorders</td>
<td>Holly Koegler</td>
<td>In many language disorders, motor skills may also be impaired. This talk will discuss ways of studying these types of language impairments, relationships between action and language in atypical populations, and how studying these processes together may help us better understand the nature of both language development and language disorders.</td>
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<td>5642</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 1</td>
<td>Introductory/Research Submission</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Relationships Between Play &amp; Language Development in Toddlers</td>
<td>Lorraine Book, Hayley Scamurra, Courtney Perrone, Carly Turner, Crisoula Economou, Julie Landino, Emanuel Mason, Karin Lifter</td>
<td>The relationships between developments in children’s play and developments in language need to be clearly understood and extended beyond the work of the 1980s and 1990s. This pilot study examined these relationships for 40 toddlers who are developing typically, and 20 toddlers who are developing with delays.</td>
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<td>5643</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 2</td>
<td>Intermediate/Research Submission</td>
<td>Literacy Assessment and Intervention (SLP)</td>
<td>The Interrelationship Between Reading Comprehension &amp; Word-Level Spelling</td>
<td>Lisa Fitton, Sara Hart, Christopher Schatschneider</td>
<td>The authors examined the longitudinal relationship between reading comprehension and spelling in school-age children. Parallel process growth modeling revealed positive relationships between initial reading comprehension and initial spelling, and growth in reading comprehension and growth in spelling. A negative relationship between initial spelling and growth in reading comprehension was observed.</td>
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<td>5644</td>
<td>Friday, November 18, 2016</td>
<td>Marriott/Franklin 2</td>
<td>Intermediate/Research Submission</td>
<td>Literacy Assessment and Intervention (SLP)</td>
<td>The Effect of Response Format on Reading Comprehension Assessments for Adolescents With Reading Disabilities</td>
<td>Ronda Walker, Alan Kamhi</td>
<td>This study compared 6th grade students’ (TD vs. RD) reading comprehension performance using three response formats: open-ended questions, multiple choice, and retell. Response format had more of an impact on comprehension measures for RD group than TD group. Educational implications will be discussed.</td>
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<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: The Impact of a Morpheme-Based Word-Reading Intervention on Spelling Among Adolescent Struggling Readers</td>
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<td>Presenter(s): Nancy Quick, Marziye Eshghi, Karen Erickson</td>
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<td>Abstract: This study examined the phonological, orthographic and morphological changes in spelling in response to a reading intervention aimed at teaching adolescent readers morpheme-based decoding strategies. The results of a logistic regression analysis and implications for spelling instruction with adolescent struggling readers will be discussed.</td>
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<td>PDH(s): 30 Mins</td>
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<td>Level/Type:</td>
<td>Session Format: Technical Research</td>
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<td>Intermediate/Research Submission</td>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: A Dynamic Screening of Morphological Awareness in Kindergarten Children: A Preliminary Validation</td>
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<td>Presenter(s): Frances Gibson, Julie Wolter</td>
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<td>Abstract: A dynamic measure of morphological awareness was developed for kindergarten children. This assessment was administered as part of a language and literacy battery. Performance outcomes from this novel assessment were examined. Additionally, the relationship between the performance outcomes and literacy success was also explored.</td>
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<td>Level/Type:</td>
<td>Session Format: Technical Research</td>
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<tr>
<td>Intermediate/Research Submission</td>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title: Influence of Linguistic Complexity on Speech Motor Control in Talkers With ALS</td>
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<tr>
<td>Presenter(s): Mili Kuruvilla-Dugdale</td>
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<td>Abstract: Speech production relies on the regulation of cognitive, linguistic, and speech motor processes. However, few studies have investigated the influence of linguistic factors on speech motor control in talkers with ALS. The objective of this study is to determine the effects of phonological complexity on tongue motor control in ALS.</td>
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<td>Level/Type:</td>
<td>Session Format: Technical Research</td>
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<tr>
<td>Intermediate/Research Submission</td>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title: Differential Effects of Velopharyngeal Dysfunction on Speech Intelligibility During Early &amp; Late Stages of ALS</td>
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<td>Presenter(s): Panying Rong, Yana Yunusova, Jordan Green</td>
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<td>Abstract: This study aimed at understanding the effects of velopharyngeal dysfunction (VPD) on speech intelligibility in amyotrophic lateral sclerosis (ALS). During early stages of ALS, the effect of VPD was mitigated by an increase of articulatory speed. This articulatory compensation became unavailable during the late stages, leading to speech intelligibility loss.</td>
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<td>Intermediate/Research Submission</td>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title: Tongue-Palate Contact Pressure During Speech &amp; Nonspeech Tasks in Amyotrophic Lateral Sclerosis</td>
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<td>Presenter(s): Jeff Searl, Stephanie Knollhoff</td>
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<td>Abstract: Thirteen ALS and twelve non-ALS participants produced alveolar consonants and generated maximum isometric pressures while tongue-palate pressure was recorded with a miniature transducer. Consonant and isometric pressures were lower in ALS participants with bulbar symptoms versus controls and ALS participants with spinal symptoms. Pressures were significantly correlated to word intelligibility.</td>
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### Session Code: 5650
**PDH(s):** 30 Mins  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Promoting Speech Motor Learning With Non-Invasive Brain Stimulation  
**Presenter(s):** Adam Buchwald, Mara Steinberg Lowe, Holly Calhoun  
**Abstract:** CSD researchers actively investigate how to enhance speech motor learning based on the structure of practice and feedback. Here, we explore whether non-invasive brain stimulation (tDCS) can enhance speech motor learning when used as an adjunct to structured practice. Our findings indicate enhanced motor learning with stimulation compared to sham.

### Session Code: 5651
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Sensorimotor Adaptation in Unrelated Effector Systems: Common or Distinct Learning Mechanisms?  
**Presenter(s):** Kwang Seob Kim, Robert Hermosillo, Prince Wang, David Ostry, Ludo Max  
**Abstract:** We investigated whether sensorimotor learning for orofacial speech movements and arm reaching movements depends on a common learning ability vs. distinct mechanisms that are effector-dependent. Subjects completed auditory-motor adaptation speech tasks and visuo-motor adaptation reach tasks. Results suggest that sensorimotor learning abilities for these two systems are not correlated.

### Session Code: 5652
**PDH(s):** 30 Mins  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** The Transcriptional Landscape of Genes Implicated in Speech & Language Disorders  
**Presenter(s):** Jason Bohland, Emma Myers  
**Abstract:** A challenge in the study of speech / language disorders is understanding how genetic alterations drive neural abnormalities. A starting hypothesis is that the phenotype arises from altered gene expression. Here we describe analyses of brainwide expression patterns of genes of interest and the continued development of a related web portal.

### Session Code: 5653
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Vowels Goodness Ratings, Functional Load Values & Vowel Substitution Directionality  
**Presenter(s):** Amber Franklin, Michael Chapman, Sarah Chu, Jennifer Tassaro  
**Abstract:** This study investigates the correlation between functional load and goodness ratings of vowel substitutions. Directionality of goodness ratings is also examined. Results reveal a moderate to strong correlation between functional load and goodness. Some substitutions demonstrated asymmetrical directionality in goodness ratings (e.g. /æ/ -->/a/ vs /a/ -->/æ/), others did not.

### Session Code: 5654
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Language Dominance Affects Spanish-English Bilingual Children’s Consonant Production Accuracy: A Large-Scale Study  
**Presenter(s):** Bethany Keffala, Shelley Scarpino, Carol Scheffner Hammer, Barbara Rodriguez, Lisa Lopez  
**Abstract:** This study investigated effects of language dominance (balanced, English-dominant, and Spanish-dominant) on Spanish-English bilingual children’s consonant production accuracy in each language from 3.5-6 years. Results indicated that consonant
production accuracy increased with age in both languages. Furthermore, both Spanish and English accuracy scores were affected by language dominance.

**Session Code:** 5655  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Grammatical Morpheme Realization by Children With Phonological Impairment  
**Presenter(s):** Charlotte Howland, Elise Baker, Sharynne McLeod, Natalie Munro  
**Abstract:** Assessment of expressive language skills in preschoolers with phonological impairment can be challenging. Often, poor speech sound production obscures realization of grammatical morphemes. This study explored whether grammatical morpheme realization differed across morphological and phonological contexts for 87 preschool children. Finite morphemes in consonant cluster contexts were the most challenging.

**Session Code:** 5656  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** UltraPhonix: Learning New Articulations With Ultrasound Tongue Imaging  
**Presenter(s):** Joanne Cleland, James Scobbie, Zoe Roxburgh, Cornelia Heyde  
**Abstract:** Effectiveness of ultrasound visual biofeedback was evaluated using a single subject multiple baseline design in 20 children aged 6-15 with persistent speech sound disorders. The children presented with a variety of consonant and vowel errors. We report clinically significant improvements in accuracy of untreated words from baseline to post-therapy.

**Session Code:** 5657  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Opti-Speech: Newly Developed Biofeedback Software for the Treatment of Persistent Speech Sound Disorders  
**Presenter(s):** Rebecca Mental, Holle Carey, Michelle Foye, Gregory Lee, Nolan Schreiber, Andrew Barnes, Jennell Vick  
**Abstract:** Opti-Speech, a software program that utilizes electromagnetic articulography to create a 3-dimensional, real time, animated avatar of a users tongue, was employed to treat persistent /r/ and /s/ errors in a 9-year-old male. Both perceptual accuracy and kinematic features before, during, and after treatment will be reported.

**Session Code:** 5658  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Persistent Speech Sound Disorder Outcomes in a Multigenerational Family  
**Presenter(s):** Bronwyn Carrigg, Louise Parry, Elise Baker, Lawrence Shriberg, Kirrie Ballard  
**Abstract:** This study describes the phenotype in a large family with a strong, multigenerational history of severe speech sound disorder (SSD) persisting into adolescence and adulthood in approximately half the cases. A core phenotype distinguished persistent from resolved SSD cases that was characterised by a multiple verbal trait disorder, including CAS.

**Session Code:** 5659  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Perception of Medial Consonants in Preschoolers With & Without Speech Sound Disorders  
**Presenter(s):** Francoise Brosseau-Lapre, Brittany Miller
Abstract: The place and manner of articulation of medial consonants were manipulated in a mispronunciation detection task to assess the speech perception abilities of preschool-age children with (n=12) and without (n=12) speech sound disorder. Implications for assessment and intervention with children with SSD will be discussed.

Session Code: 5660  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Speech Sound Disorders in Children (SLP)  
Title: Sue or Shoe: The Speech Perception Skills of Children With & Without Speech Sound Disorders  
Presenter(s): Stephanie Hearnshaw, Elise Baker, Natalie Munro

Abstract: This study explored speech perception skills of preschoolers with and without speech sound disorders (SSD). Preschoolers with SSD had more difficulty completing lexical judgement tasks than preschoolers without SSD. Both groups found females easier to perceive, and some phonemes easier than others. Results support the importance of speech perception assessment.

Session Code: 5661  
PDH(s): 30 Mins  
Level/Type: Advanced/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Development of a Screening Tool for Preclinical Phagophagia During Instrumental Assessment of Swallow Function  
Presenter(s): Susan McClintock Pattay, Bryan Hendricks

Abstract: Current literature indicates a lack of evidence to assess, diagnose and treat phagophagia. Effective SLP referral to mental health providers for additional services is critical, as early identification can help mitigate concomitant health risks. This session addresses research in progress for development of a screening tool to identify pre-clinical phagophagia.

Session Code: 5662  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Agreement of Videoflouroscopic Swallowing Studies Within & Between Speech-Language Pathologists, Radiologists & Radiology House Officers  
Presenter(s): Alice Silbergleit, Diana Cook, Scott Kienzle, Erica Boettcher, Daniel Myers, Denise Collins, Ed Peterson, Matthew Silbergleit, Richard Silbergleit

Abstract: Thirteen speech-language pathologists, ten diagnostic radiologists and twenty one diagnostic radiology house officers rated twenty four videofluoroscopic swallowing samples performed at Henry Ford Health System before and after training of specific dysphagia features. Pairwise comparisons were significant for changes in percent correct of oropharyngeal dysphagia variables. Results support cross-discipline training.

Session Code: 5663  
PDH(s): 30 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Simultaneous Studies: FEES & FLUORO Swallow Evaluations  
Presenter(s): Jessica Pisegna, Susan Langmore

Abstract: We propose an instrumental swallowing evaluation technique to obtain the most accurate and valid information: a flexible endoscopic evaluation of swallowing (FEES) performed concurrently with a fluoroscopic evaluation of swallowing (FLUORO). Based on 16 simultaneous studies, we conclude that better information is yielded from simultaneous studies than from consecutive studies.
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Swallowing Exercises for Patients With Head & Neck Cancer Treated With Radiotherapy: A Systematic Review  
**Presenter(s):** Elissa Greco, Tijana Simic, Jolie Ringash, George Tomlinson, Yoko Inamoto, Rosemary Martino  
**Abstract:** Dysphagia interventions for patients with head and neck cancer treated with radiotherapy/chemoradiotherapy frequently include oropharyngeal exercises. This systematic review assesses the benefits of these exercises on swallowing physiology, function and quality of life. To identify the optimal exercise and its timing future high quality controlled trials are required.

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<th>Session Code</th>
<th>Date: Friday, November 18, 2016</th>
<th>Location/Room: Marriott/Franklin 13</th>
<th>Level/Type: Intermediate/Research Submission</th>
<th>Session Format: Technical Research</th>
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| **Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Thyroidectomy & Swallowing Symptoms: Increasing Patient Awareness & Education  
**Presenter(s):** Brittany Krekeler, Jason Orne, Elizabeth Wendt, Cameron Macdonald, Rebecca Sippel, Nadine Connor  
**Abstract:** Thyroidectomy may result in persistent swallowing impairments. However, thyroid cancer patients are not adequately prepared for this possibility prior to surgery. Semi-structured interviews of 23 patients with thyroid cancer patients demonstrated that continued swallowing symptoms negatively impact quality of life and that education about swallowing impairments should be provided pre-surgery. |

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| **Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Evaluating the Relationship Between Diadochokinesis, Forced Vital Capacity & Dysphagia in Amyotrophic Lateral Sclerosis  
**Presenter(s):** Arthur Knack  
**Abstract:** The purpose of this study was to determine if the severity of dysphagia, as determined by Rosenbek's Penetration Aspiration Scale (PAS) ratings and Kelly's Pharyngeal Residue Scale ratings in individuals with ALS, can be predicted through performance on diadochokinesis (DDK) and force vital capacity (FVC) measures. |

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| **Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Changes in Feeding Behaviors Over Six Months of Feeding Therapy in Children  
**Presenter(s):** Cara McComish, Britt Pados, Suzanne Thoyre, Hayley Estrem, Jinhee Park, Eric Hodges, Kristen Brackett  
**Abstract:** We will present the results of a study that evaluated the changes in feeding behaviors, as measured by the Pediatric Eating Assessment Tool (Pedi-EAT), seen in children between the ages of 6 months and 7 years old who were receiving feeding therapy. |

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<th>Session Format: Technical Research</th>
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| **Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Variability of Dysphagia & Mealtime Duration in Children With Unilateral Cerebral Palsy: A Pilot Study  
**Presenter(s):** Georgia Malandraki, Cagla Kantarcigil, Nicolette DePrete, Alyssa Jones  
**Abstract:** Clinical signs of dysphagia and mealtime durations were evaluated in six children with unilateral spastic CP on five consecutive days, to examine variability of performance. Results showed descriptive evidence for day-to-day variability within children, however this was not statistically significant. Continued investigation of this critical issue is warranted. |
Title: I Don't Have a Voice -- Yeah That’s a Major Problem: Vocal Awareness Following Thyroidectomy
Presenter(s): Heidi Kletzien, Jason Orne, Elizabeth Wendt, Cameron Macdonald, Rebecca Sippel, Nadine Connor
Abstract: Personal, social, and professional implications of voice deficits following thyroidectomy in thyroid cancer patients were identified in professional and non-voice professionals. Patients who experienced vocal dysfunction following treatment became increasingly aware of their voice. Findings suggest the need for pre-operative voice education to ensure post-surgical voice care needs are met.

Session Code: 5676
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Voice and Alaryngeal Communication (SLP)
Title: Vocalization Subsystem Responses to a Temporary Unilateral Vocal Fold Paralysis
Presenter(s): Daniel Croake, Joseph Stemple, Richard Andreatta
Abstract: The objective of this study was to quantify the proportional usage patterns of the three vocalization subsystems before, during, and after a temporarily induced unilateral vocal fold paralysis. Simultaneous measures of respiration, phonation, and resonance were taken to demonstrate quantitative shifts in proportional usage patterns of the three subsystems.

Session Code: 5677
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Voice and Alaryngeal Communication (SLP)
Title: Laryngeal Remodeling Induced by Electrical Stimulation of the Recurrent Laryngeal Nerve in Old Rats
Presenter(s): Colleen McMullen, Timothy Butterfield, Richard Andreatta, Maria Dietrich, Joseph Stemple
Abstract: Changes in aging laryngeal muscles compromise voice quality, impair the ability to communicate and diminish the ability to remain socially engaged. This project examines physiological changes that occur with exercise using an aging animal model. Understanding these changes is important for developing preventative and rehabilitative strategies in laryngeal dysfunction.

Session Code: 5678
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Voice and Alaryngeal Communication (SLP)
Title: Laryngeal Neuromuscular Response to Short- & Long-Term Vocal Exercise in Young Rats
Presenter(s): Aaron Johnson, Charles Lenell, Bethany Sexton
Abstract: Little is known about the laryngeal neuromuscular response to vocal exercise. This study used a novel model of vocal exercise, progressive training of rat ultrasonic vocalizations, to investigate the effects of vocal exercise dose on laryngeal muscle fiber size, type, and neuromuscular junctions in the thyroarytenoid muscle.

Session Code: 5679
PDH(s): 30 Mins
Level/Type: Introductory/Research Submission
Topic Area: Voice and Alaryngeal Communication (SLP)
Title: Developing the Mandarin Chinese Version of Consensus Auditory-Perceptual Evaluation of Voice (CAPE-V): A Progress Report
Presenter(s): Zhen Chen, Jack Jiang
Abstract: CAPE-V, as a subjective voice evaluation method, addressed limitations of GRBAS. Despite its advantages, CAPE-V is language-specific. This study aims to develop the Mandarin Chinese version of CAPE-V to make it applicable for a larger voice community.
### Title: Is Disclosure of Spasmodic Dysphonia Recommended During a Telephone Interview?: Advice From Employers
**Presenter(s):** Derek Isetti, Tanya Eadie, Carolyn Baylor, Michael Burns

**Abstract:** Are people with voice disorders at risk for discrimination during hiring? This project explored the reactions and recommendations of human resources personnel to a speaker with spasmodic dysphonia in mild and severe voice conditions during a simulated job interview. Guidance for understanding the ADA and advising clients will be explored.

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<td>Session Format: Technical Research</td>
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<tr>
<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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<td><strong>Title:</strong> Flow Dynamics of Vocal Vibrato in Western Classical Singers</td>
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<td><strong>Presenter(s):</strong> Srihima Nandamudi, Ronald Scherer</td>
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**Abstract:** Flow vibrato (FV) is the synchronous undulations in glottal airflow during vocal vibrato production. For four professional singers singing different loudness and pitch conditions, FV lead F0 vibrato, was much more complex in shape, and had an average 60 cc/s extent (large SD) that was greater at higher pitches.

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<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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<td><strong>Title:</strong> A Comparison of Instrumental Acoustic Measures &amp; Artistic Perceptual Assessments of Pre-Pubertal Males’ Voice Classifications</td>
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<td><strong>Presenter(s):</strong> Barbara Weinrich, Wendy LeBorgne, Christopher Eanes, Stephanie Zacharias, Janet Beckmeyer, Alessandro DeAlarcon, Charles Myer, IV, Jonette Ward, Meredith Tabangin</td>
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**Abstract:** The purpose of this study was to compare a choral director’s artistic assessment of 27 pre-pubertal males, using the Cooksey Stages of Voice Classification System, with instrumental acoustic measures used in a clinical evaluation. All subjects were enrolled in the Cincinnati Boychoir, an elite, audition-only ensemble.

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<th>Session Code: 5683</th>
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<td>PDH(s): 30 Mins</td>
<td>Location/Room: Marriott/Franklin 4</td>
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<td>Level/Type:</td>
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<tr>
<td>Introductory/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td><strong>Title:</strong> Intelligibility of Dysphonic Speech in Seven-Year-Old Female Speakers</td>
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<tr>
<td><strong>Presenter(s):</strong> Lindsey Adams, Keiko Ishikawa, Lisa Kelchner, Suzanne Boyce</td>
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**Abstract:** This study examines correlations between severity of dysphonia and listener ratings of intelligibility in normal vs dysphonic speech of seven-year-old females in noise. Correlations with acoustic measures were also examined. The results show that correlations between ratings of intelligibility are strong for cepstral peak prominence (CPP), but not Landmark analysis.

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<td>Intermediate/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td><strong>Title:</strong> Predictors of Augmentative &amp; Alternative Communication in AAC Users With Developmental Disabilities</td>
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<tr>
<td><strong>Presenter(s):</strong> Jenna DeCarlo, Allison Bean Ellawadi, Lindsey Paden Cargill, Samantha Lyle, Abby David</td>
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</table>

**Abstract:** The objective of this study is to determine what factors best predict AAC use in AAC users with Developmental Disabilities (DD). Teacher and caregiver questionnaire responses will be analyzed to determine what factors (competency with the AAC system and AAC system buy-in) influence device use.

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<td>Intermediate/Research Submission</td>
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2016 ASHA Convention Program Sessions

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** Graphic Symbol Utterance Production & Interpretation: Development & Contributing Skills

**Presenter(s):** Ann Sutton, Natacha Trudeau

**Abstract:** Children with typical development (4-9 years) participated in 5 tasks of production and interpretation of spoken utterances and of graphic symbol sequences. Language, memory, visual skills, and metalinguistics measures were collected. Results suggest an uneven pattern of growth and different contributing factors across production and interpretation of speech and symbols.

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**Session Code:** 5694  
PDH(s): 30 Mins  
Level/Type: Introductory/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Franklin 1  
**Session Format:** Technical Research

**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)

**Title:** Development of a Motor-Imagery Based AAC Brain-Computer Interface Screening Protocol for Individuals With Advanced Paralysis

**Presenter(s):** Kevin Pitt, Jonathan Brumberg

**Abstract:** Motor Imagery based Brain Computer Interfaces (MI-BCIs) can provide a noninvasive link between an individual’s neurological activity, and currently available augmentative and alternative communication (AAC) device software. The aim of this study is to establish the first multidisciplinary MI-BCI screening protocol, for use in research and clinical practice.

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**Session Code:** 5695  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Franklin 1  
**Session Format:** Technical Research

**Topic Area:** Augmentative and Alternative Communication Assessment: Examining Symbol Format & Iconicity

**Title:** Augmentative & Alternative Communication Assessment: Examining Symbol Format & Iconicity

**Presenter(s):** Pamela Resnick, Jennifer Kent-Walsh, Jamie Schwartz, Richard Zraick, Haiyan Bai

**Abstract:** This presentation will present findings from a study investigating the effects of symbol format (color photograph symbols vs. color line drawings) on transparency and identification of graphic symbols for nouns, verbs and adjectives with typically developing young children. Results, potential research and clinical implications for AAC assessment will be reviewed.

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**Session Code:** 5696  
PDH(s): 30 Mins  
Level/Type: Advanced/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Franklin 13  
**Session Format:** Technical Research

**Topic Area:** Autism Spectrum Disorders (SLP)

**Title:** Did You Blink? The Cost of Shifting Attention to Social Stimuli

**Presenter(s):** Schea Fissel, Jennifer Roche

**Abstract:** This presentation will describe the results and clinical implications of an experiment that used eye-tracking technology to examine differences between TD children/adults and children/adults with ASD on measures of visual attention (gaze shift, blinks) in response to presentations of visual stimuli that were simple, complex or social/non-social.

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**Session Code:** 5697  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** Marriott/Franklin 13  
**Session Format:** Technical Research

**Topic Area:** Autism Spectrum Disorders (SLP)

**Title:** Comparing Automatic Eye Tracking & Manual Gaze Coding in Children With Autism Spectrum Disorder

**Presenter(s):** Courtney Venker, Tristan Mahr, Elizabeth Premo, Jenny Saffran, Jan Edwards, Susan Ellis Weismer

**Abstract:** Automatic eye tracking and manual gaze coding produced similar rates of missing data, suggesting that both systems are appropriate for use with young children with autism spectrum disorder. However, manual coding allowed for the inclusion of two additional children who were unable to complete calibration.
### Session 1: Vocal reciprocity & Concurrent Language-Related Characteristics in Young Children With Autism Spectrum Disorder

**Presenter(s):** Amy Harbison, Paul Yoder, Anne Warlaumont

**Abstract:** Vocal reciprocity (VR) is the degree to which adults and children are vocally responsive to one another's words and vocalizations. We used automated analysis on daylong recordings for 33 preschoolers with autism spectrum disorder to measure VR for each participant. Some characteristics of speech were associated with concurrent VR.

**Session Code:** 5699  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** Marriott/Franklin 13  
**Session Format:** Technical Research

### Session 2: Object Engagement, Word Learning & Lexical Organization in Children With Autism Spectrum Disorders

**Presenter(s):** Katherine Ratino, Allison Bean Ellawadi

**Abstract:** In this research study we examine the relationship between object engagement, word learning, and lexical organization in children with and without autism. Our findings suggest that object engagement may influence the relationship between lexical organization and vocabulary development in children with and without autism spectrum disorders.

**Session Code:** 5700  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** Marriott/Franklin 7/8  
**Session Format:** Technical Research

### Session 3: Perception of Affective Prosody in Children With Autism Spectrum Disorder

**Presenter(s):** Leila Denna, Micah Smith, Hossein Nejati, Margaret Kjelgaard

**Abstract:** Studies of affective prosody comprehension in individuals with ASD have yielded mixed results. This study in particular aims to help clarify whether there are differences in identifying emotions in prosody based upon their level of intensity among children with ASD. Implications for theories of ASD will be discussed.

**Session Code:** 5701  
**PDH(s):** 30 Mins  
**Level/Type:** Introductory/Research Submission  
**Location/Room:** Marriott/Franklin 7/8  
**Session Format:** Technical Research

### Session 4: Can You Feel the Music? Emotion Identification in Adults & Children With Autism

**Presenter(s):** Janet Preis, Kaitlyn Wilson

**Abstract:** A key social-communication challenge of individuals with ASD is difficulty recognizing and responding appropriately to the emotions of others. This study examined the abilities for children and adults with and without ASD to recognize and label emotions depicted through line drawings and photographs of face and through standardized music clips.

**Session Code:** 5702  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** Marriott/Franklin 7/8  
**Session Format:** Technical Research

### Session 5: Visual Working Memory in Children With ASD

**Presenter(s):** Alison Baker, Allison Bean Ellawadi

**Abstract:** Visual memory plays a critical role in language learning; consider word learning, which requires the ability to retain information about the auditory and visual stimuli in order to create word-referent pairings. This research study explores the impact of visual memory on language learning in children with ASD.

**Session Code:** 5703  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** Marriott/Franklin 7/8  
**Session Format:** Technical Research
Title: Visual Attention, Augmentative Communication & Children With Autism  
Presenter(s): David Trembath, Giacomo Vivanti, Teresa Iacono, Cheryl Dissanayake  
Abstract: We will present the findings of a study examining visual attention (eye tracking) and performance (following instructions) amongst children with ASD, children with Global Developmental Delay, and typically developing children in a simulated teaching scenario. We did not find evidence for a uniform ‘visual learning’ bias in children with ASD.

Session Code: 5704  
Date: Saturday, November 19, 2016  
Location/Room: Marriott/Franklin 7/8  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Social-Communication Outcomes in Preschoolers Identified as At-Risk for ASD at 12 Months  
Presenter(s): Sallie Nowell, Linda Watson  
Abstract: Parent characteristics (responsiveness, affect, directiveness) at 24 months were used to predict child social-communication outcomes at 4-5 years. Preliminary results demonstrate promise for parent responsiveness as a predictor of later social-communication outcomes although it was only a significant predictor of the variance in one variable measured.

Session Code: 5715  
Date: Saturday, November 19, 2016  
Location/Room: Marriott/Franklin 9/10  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Interdisciplinary Stroke Rehabilitation Utilizing a Touchscreen Table: Symbolic vs. Non-Symbolic Hand Movements During Naming Tasks  
Presenter(s): Yu-kyong Choe, Michael White, Abigail Asselin, Tammie Foster, Avelino Amado, Ting Waymouth, Richard Van Emmerik  
Abstract: A 77-year-old stroke survivor is engaging in computerized naming tasks while he is making symbolic vs. non-symbolic movements with his hemiparetic right hand. These simultaneous speech-language and upper-limb tasks are presented on a touchscreen table. Preliminary data analysis supports the advantage of symbolic gestures during confrontation naming.

Session Code: 5716  
Date: Saturday, November 19, 2016  
Location/Room: Marriott/Franklin 2  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Cross-Modal Association in Aphasia: Theoretical & Clinical Implications  
Presenter(s): Vijayachandra Ramachandra, Gabriella Trezza, Faith Harrison, Vanessa LaTorre, Caytie Castells, Marla Kovatch  
Abstract: Cross-modal association tasks were used to understand multisensory integration in aphasia. People with aphasia and healthy controls were given word-shape, taste-shape, and taste word-shape association tasks. Results revealed that people with aphasia had deficits in multisensory integration. These findings have important implications for language assessment and treatment in aphasia.

Session Code: 5717  
Date: Saturday, November 19, 2016  
Location/Room: Marriott/Franklin 2  
Level/Type: Intermediate/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: The Effects of Parent Responsiveness Training on Vocabulary Knowledge of Young Children With Hearing Loss  
Presenter(s): Emily Lund  
Abstract: The purpose of this study was to evaluate the effects of parent training on maternal use of transparent labeling and linguistic mapping, and subsequent effects on vocabulary growth in children with hearing loss. A single-subject, multiple-baseline design across six mother-child dyads was used to measure the effects of parent training.

Session Code: 5718  
Date: Saturday, November 19, 2016  
Location/Room: Marriott/Franklin 2  
Level/Type: Intermediate/Research Submission  
Session Format: Technical Research
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)

**Title:** Speech & Language Outcomes of Three-Year-Old Finnish Children With Hearing Loss

**Presenter(s):** Taina Välimaa, Sari Kunanen, Heikki Löppönen

**Abstract:** This nationwide multicenter research investigated early language and speech outcomes of Finnish children with hearing loss (HL). Our first results indicate that approximately half of the children lag behind the age-norms at age three. This highlights the importance of early intervention. The role of background factors is also discussed.

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**Session Code:** 5719
**PDH(s):** 30 Mins
**Level/Type:** Intermediate/Research Submission
**Date:** Saturday, November 19, 2016
**Location/Room:** Marriott/Franklin 1

**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)

**Title:** Language Input in the Homes of Toddlers of Mexican Immigrant Backgrounds: Associations With Early Vocabulary

**Presenter(s):** Lauren Cycyk, Carol Scheffner Hammer

**Abstract:** SLPs are increasingly serving young children from low-income, Mexican immigrant backgrounds. Yet, little is known about these children's early language input and its influence on language development. This session will present findings from a study of the home language environment and vocabulary of 15-28 month-old Mexican immigrant children.

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**Session Code:** 5720
**PDH(s):** 30 Mins
**Level/Type:** Intermediate/Research Submission
**Date:** Saturday, November 19, 2016
**Location/Room:** Marriott/Franklin 1

**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)

**Title:** Language Mixing & Its Effect on Bilingual Children’s Word Recognition

**Presenter(s):** Giovanna Morini, Rochelle Newman

**Abstract:** While acquiring a language, bilingual children are often exposed to sentences where two languages are “mixed” together. Research with monolingual children suggests that hearing familiar words in a sentence (e.g., look at the doggy) facilitates word recognition. This study explores how mixed-language sentences influence word recognition abilities in bilingual toddlers.

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**Session Code:** 5721
**PDH(s):** 30 Mins
**Level/Type:** Intermediate/Research Submission
**Date:** Saturday, November 19, 2016
**Location/Room:** Marriott/Franklin 1

**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)

**Title:** A Systematic Review & Meta-Analysis of Predictors of Expressive Language Outcomes Among Late Talkers

**Presenter(s):** Evelyn Fisher, Nicole Lim, MaryAnn Romski

**Abstract:** This study examined the literature on predictors of outcomes among late-talking toddlers using systematic review and meta-analysis methods. We identified 21 studies including 1531 participants. Significant predictors included receptive language, intake vocabulary, grammar, phonology, socio-economic status, and gender. Non-significant predictors included social cognition, family history, and otitis media.

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**Session Code:** 5722
**PDH(s):** 30 Mins
**Level/Type:** Intermediate/Research Submission
**Date:** Saturday, November 19, 2016
**Location/Room:** Marriott/Franklin 2

**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)

**Title:** Exploring Responses Made by Late Talkers & Their Typically-Developing Peers During Structured Speech Sampling Contexts

**Presenter(s):** Rosemary Hodges, Elise Baker, Natalie Munro, Karla McGregor

**Abstract:** The breadth of responses used by 26 late talkers and 26 typically-developing toddlers during two structured speech sampling contexts was explored. When given opportunities to verbally respond, toddlers did so in a variety of ways. The responses used by late talkers were valuable in identifying subgroups of this clinical population.

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**Session Code:** 5723
**PDH(s):** 30 Mins
**Level/Type:** Introductory/Research Submission
**Date:** Saturday, November 19, 2016
**Location/Room:** Marriott/Franklin 3

**Session Format:** Technical Research
Topic Area: Literacy Assessment and Intervention (SLP)

Session Code: 5724  
PDH(s): 30 Mins  
Level/Type: Intermediate/Research Submission  
Location/Room: Marriott/Franklin 3  
Session Format: Technical Research

Date: Saturday, November 19, 2016
Title: Exploring SpeechBlocks: Piloting a Constructionist Literacy App With Preschool Children
Presenter(s): Ivan Sysoev, Anneli Hershman, Susan Fine, Deb Roy, Mina Soltangheis, Brianne Fitzpatrick
Abstract: We have developed a mobile app, SpeechBlocks, that aims to provide self-expressive, social literacy learning opportunities. We are running a two-month pilot with 16 preschoolers to explore the efficacy of this open-ended digital literacy intervention. This paper summarizes the technology, methodology, and preliminary findings.

Session Code: 5725  
PDH(s): 30 Mins  
Level/Type: Advanced/Research Submission  
Location/Room: Marriott/Franklin 3  
Session Format: Technical Research

Date: Saturday, November 19, 2016
Title: The Predictive Validity of Dynamic Assessment of Decoding for Reading Outcomes in Later Elementary Grades
Presenter(s): Shelbi Ely, Douglas Petersen, Trina Spencer
Abstract: This study’s purpose was to determine the predictive validity of kindergarten dynamic and static reading assessments. These kindergarten assessments were administered to 600 students. Reading outcomes were assessed in later elementary grades. The extent to which the kindergarten measures were significantly predictive of later reading difficulty will be discussed.

Session Code: 5726  
PDH(s): 30 Mins  
Level/Type: Advanced/Research Submission  
Location/Room: Marriott/Franklin 3  
Session Format: Technical Research

Date: Saturday, November 19, 2016
Title: Variability of Eye Movements in Whole-Text Reading
Presenter(s): Tobias Kroll, Amber Asikis
Abstract: This study investigates eye movements in whole-text reading using a novel experimental design. Typical readers were asked to read a difficult, uninteresting text for meaning or to proofread it. Differences in variability of eye movements were found, suggesting theoretical and clinical implications for our conceptualization of the reading process.

Session Code: 5727  
PDH(s): 30 Mins  
Level/Type: Introductory/Research Submission  
Location/Room: Marriott/Franklin 4  
Session Format: Technical Research

Date: Saturday, November 19, 2016
Title: Neural Signatures of Syntactic Processing During Reading for Typical, Bilingual & Adults With Reading Disabilities
Presenter(s): Vicki Simonsmeier, Stephanie Juth, Ronald Gillam, Kathleen Mohr
Abstract: This session will summarize an ongoing study utilizing neural imaging technology, Near Infrared Spectroscopy (fNIRS), and eye tracking, to investigate how typically developing (TD) adult monolingual, bilingual readers, and adults with reading disabilities process syntactic variation within text and the impact syntactic variability has on reading comprehension.

Session Code: 5728  
PDH(s): 30 Mins  
Level/Type: Advanced/Research Submission  
Location/Room: Marriott/Franklin 4  
Session Format: Technical Research

Date: Saturday, November 19, 2016
Title: Audiovisual Integration in Apraxia of Speech: EEG Evidence for Processing Differences
Presenter(s): Melissa Randazzo, Karen Froud
Abstract: Current models of motor speech production and perception acknowledge that speech is a multisensory process, comprised of auditory, visual, motor, and proprioceptive components. Individuals with AOS have damage to brain areas responsible for audiovisual integration for speech. We will investigate processing differences for AV speech integration using EEG.
### The Effect of Phonetic Similarity on Speech Motor Planning in Apraxia of Speech & Aphasia

**Presenter(s):** Marja-Liisa Mailend, Edwin Maas

**Abstract:** This study examines two competing hypothesis about the underlying nature of apraxia of speech (AOS) in a reaction time experiment. Preliminary findings support the Program Retrieval Hypothesis which states that people with AOS have a difficulty retrieving the intended motor program from the articulatory buffer.

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**Topic Area:** Motor Speech Disorders (SLP)

**Title:** Effects of Sound-Pressure-Level Changes on Sentence-Intelligibility in Adults With Parkinson's Disease Following Two Treatment Approaches

**Presenter(s):** Erika Levy, Gemma Moya Gale, Rachel Hopf, Karen Forrest, Lorraine Ramig

**Abstract:** This study examined effects of sound-pressure-level changes on sentence-intelligibility in adults with Parkinson Disease following a loudness-based or an articulation-based treatment-approach. Fifty-seven adults with PD were recorded speaking about happy times. Preliminary results indicate greater intelligibility post-treatment, especially following loudness-based approach, highlighting importance of sound-pressure-level increases as a treatment goal.

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**Topic Area:** Speech and Language Science (SLP)

**Title:** Lipreading Training Revisited: Updated Concepts & New Results

**Presenter(s):** Silvio Eberhardt, Edward Auer, Lynne Bernstein

**Abstract:** Why is a potentially informative, commonly available, and learnable stimulus (visual speech) typically not learned well by NH listeners? How can perceptual learning principles be deployed for effective lipreading training? We address these questions and present promising new results obtained within a new training paradigm.

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**Topic Area:** Speech and Language Science (SLP)

**Title:** Sentence Comprehension in Deaf & Hearing Signers as Measured by the Computerized Revised Token Test

**Presenter(s):** Emily Goldberg, Sheila Pratt, Malcolm McNeil

**Abstract:** An ASL version of the Computerized Revised Token Test (CRTT), a test of language processing, was used to compare ASL performance to English reading performances of three signing groups: Deaf proficient, hearing proficient, and hearing non-proficient. Group patterns and differences will be presented for overall and subtest scores and efficiency.

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**Topic Area:** Speech and Language Science (SLP)

**Title:** Assessment of Children’s Speech Natural Maturation: Voicing of Fricative Consonants

**Presenter(s):** Haydée Wertzner, Luciana Pagan-Neves, Joyce Silva, Luis Jesus

**Abstract:** Oral airflow during the production of voiced speech sounds by Brazilian Portuguese-speaking children has been studied. A higher percentage of weakly voiced fricatives than values for adult Portuguese speakers was observed. These results call for a revision of oral airflow measures for children and Brazilian varieties of Portuguese.

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### I Before Me: Toddlers’ Earliest Attempts at First Person Sentences

**Presenter(s):** Colleen E. Fitzgerald, Sarah E. Askew  
**Abstract:** This study explores first person case acquisition (i.e., correct use of the pronoun "I") to determine if case develops like other grammatical features with errors preceding correct use. Toddlers who substituted "me" or "my" for "I" all used "I" correctly simultaneously with or before producing errors. Explanations will be discussed.

**Session Code:** 5734  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** Marriott/Franklin 13  
**Session Format:** Technical Research

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### Real Time MRI Comparisons of Speech & Vocal Tract Area in Normal & Congenital Aglossia

**Presenter:** Betty McMicken  
**Abstract:** Real time MRIs of speech and two dimensional sagittal vocal tract area function animations are compared for an age matched normal subject and an intelligible person with congenital aglossia. Compensatory movements and structure are discussed as they relate to production of speech and to rehabilitation methods derived from this case.

**Session Code:** 5736  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** Marriott/Franklin 5  
**Session Format:** Technical Research

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### Giving Preschool Children a Sound Start: A Randomized Controlled Trial of Phoneme Factory Sound Sorter

**Presenter(s):** Sharynne McLeod, Elise Baker, Jane McCormack, Yvonne Wren, Susan Roulstone, Kathryn Crowe, Sarah Masso  
**Abstract:** In this clustered randomized controlled trial the speech and emergent literacy outcomes of 120 preschoolers with speech sound disorders were examined. Intervention involved Phoneme Factory Sound Sorter computer software delivered by educators in early childhood settings. Although significant improvements were evident in both groups, there was limited difference between groups.

**Session Code:** 5737  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** Marriott/Franklin 5  
**Session Format:** Technical Research

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### How Speech-Language Pathologists Incorporate Musical Elements to Improve Speech Sounds

**Presenter:** Mara Culp  
**Abstract:** This presentation will discuss findings from two empirical investigations examining how school-based SLPs incorporate music in the treatment of children with speech sound disorders. Over the course of three years, qualitative and quantitative methodologies were employed to examine this phenomenon and implications for practice will be discussed.

**Session Code:** 5738  
**PDH(s):** 30 Mins  
**Level/Type:** Advanced/Research Submission  
**Location/Room:** Marriott/Franklin 5  
**Session Format:** Technical Research

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### Effectiveness of Two Methods of Phonological Interventions for Speech Sound Disorders: Tabletop & Tablet

**Presenter(s):** Luis Jesus, Joana Martinez, Joaquim Santos, Victoria Joffe  
**Abstract:** This study evaluates the effectiveness of two intervention methods (tabletop and tablet based) for Speech Sound Disorders (SSD) in European Portuguese. Phonological ability was assessed using percentage consonant correct at three time points. Results show effectiveness of both methods: Tablet and tabletop.

**Session Code:** 5739  
**PDH(s):** 30 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** Marriott/Franklin 5  
**Session Format:** Technical Research
Topic Area: Speech Sound Disorders in Children (SLP)
Title: An International Comparison of Intervention Practices for Children With Speech Sound Disorder
Presenter(s): Eleanor Sugden, Elise Baker, A. Lynn Williams, Natalie Munro, Carol Trivette
Abstract: Two-hundred and seven speech-language pathologists (SLPs) from the US and 335 SLPs from Australia were surveyed about the intervention, service delivery models and intensity of intervention that they provide to children with speech sound disorder. Differences in practices, and implications for evidence-based practice and clinical outcomes, are discussed.

Session Code: 5740
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Date: Saturday, November 19, 2016
Location/Room: Marriott/Franklin 3
Session Format: Technical Research

Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: The Lived Experience of Dysphagia for Families of People With Profound Disabilities: Issues for Practice
Presenter(s): Hannah Crawford
Abstract: This session presents a qualitative investigation into the lived experiences of profound disabilities, dysphagia and mealtimes from the perspective of families. Findings are applicable across international contexts and clinical presentations. Delegates will be encouraged to reflect on their own practice and recommendations are made for family centered interventions.

Session Code: 5741
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Date: Saturday, November 19, 2016
Location/Room: Marriott/Franklin 3
Session Format: Technical Research

Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Oropharyngeal Swallow Physiology in Patients With Advanced Chronic Obstructive Pulmonary Disease & Concomitant Cachexia
Presenter(s): Kendrea Garand, Luca Paoletti, Elizabeth Hill, Kent Armeson, Charlton Strange, David McFarland, Bonnie Martin-Harris
Abstract: A prospective cohort of stable, severe COPD patients were studied with videofluoroscopic recordings using a validated standardized approach and interpretation method - the Modified Barium Swallowing Impairment Profile. Data related to airway invasion, oral intake, and quality-of-life were also collected. Results were then compared with age and sex-matched healthy controls.

Session Code: 5742
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Date: Saturday, November 19, 2016
Location/Room: Marriott/Franklin 3
Session Format: Technical Research

Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Oropharyngeal Swallowing in Parkinson’s Disease: A Retrospective Comparison of Longitudinal Swallowing Function
Presenter(s): Michelle Valenti, Karen Hegland, Michelle Troche
Abstract: The primary aim of this study was to determine if significant changes in swallowing function in Parkinson’s disease (PD) occur over a 1-year time period. The results demonstrated several areas of significant decline in specific oropharyngeal physiologic measures in relation to increased disease duration.

Session Code: 5743
PDH(s): 30 Mins
Level/Type: Introductory/Research Submission
Date: Saturday, November 19, 2016
Location/Room: Marriott/Franklin 3
Session Format: Technical Research

Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Oropharyngeal Swallowing in the Parkinsonian Syndromes: A Retrospective Description & Comparison
Presenter(s): Seth Dornisch, Karen Hegland, Michelle Troche
Abstract: The Parkinsonian syndromes include progressive supranuclear palsy (PSP), multiple system atrophy (MSA), corticobasal degeneration (CBD), and idiopathic Parkinson’s disease (PD). The goal of this study was to compare swallowing function across these diseases using validated measures of swallow function.

Session Code: 5744
PDH(s): 30 Mins
Level/Type: Intermediate/Research Submission
Date: Saturday, November 19, 2016
Location/Room: Marriott/Franklin 11/12
Session Format: Technical Research
Predictive Value of Swallowing Parameters to Aspiration in a Cohort of Pediatric Patients

Presenter(s): Claire Miller, Lisa Kelchner

Abstract: The purpose of this study is to determine predictive factors for aspiration in a cohort of pediatric patients undergoing video swallow studies. There have not been large scale studies to date that have analyzed the likelihood of aspiration in association with swallowing parameters such as intermittent penetration or persistent residue.

Infant Nonnutritive Swallowing Response to Oral & Non-Oral Sensory Stimulation

Presenter(s): Sarah Hegyi-Szynkiewicz, Rachel Mulheren, Kathryn Palmore, Cynthia O’Donoghue, Christy Ludlow

Abstract: Infant nonnutritive swallowing response (2-4 months and 7-9 months) to two forms of sensory stimulation (pacifier and vibratory stimulation to iSLN afferents), and vibratory stimulation influence on breath cycle length was determined. Both stimuli upregulate the frequency of nonnutritive swallowing, with potential clinical and research applications and future directions discussed.

Challenges of Conducting a Feasibility Water Protocol Study in Acute Care

Presenter(s): Susan Horton, Lynn Macken

Abstract: The debate on implementing a regulated water protocol for patients with dysphagia of thin liquids continues. This research note discusses the challenges of conducting a feasibility study using the validated GF Strong Water Protocol algorithm to identify appropriate patients for a water protocol in an acute care setting.

Swallowing-Related Outcomes Following Oropharyngeal Strengthening for Patients With Head & Neck Cancer

Presenter(s): Jenna Thompson, Elizabeth Divyak, Jill Zielinski, Nicole Rogus-Pulia

Abstract: Patients with head and neck cancer (HNC) frequently experience oropharyngeal dysphagia following treatment. The purpose of this study was to examine whether cancer treatment modality and time elapsed since completion of treatment resulted in variations in swallowing-related outcomes for patients with HNC treated with an intensive protocol for oropharyngeal strengthening.

Role of Vocal Function Exercises in Improving Voice Quality Following Irradiation for Laryngeal Cancers

Presenter(s): Vrushali Angadi, Emily Dressler, Joseph Stemple

Abstract: Radiation Therapy for laryngeal cancers causes long term damage to laryngeal tissues and surrounding structures resulting in long term deficits in voice quality. The objective of the present study is to determine the efficacy of VFEs compared to vocal hygiene counseling only, in adults irradiated for laryngeal cancers.
### Session Code: 8002
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**PDHs:** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Session Format:** Poster  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Communication With the Non-Vocal Patient in the Intensive Care Unit (ICU)  
**Presenter(s):** Randy Dubin, Melissa Ferdas  
**Abstract:** Non-vocal ICU patients have difficulty communicating with caregivers and family members to make their needs known. Nurses often struggle to communicate with non-vocal patients leading to distress. We sought to improve non-vocal ICU patient experience with communication and improve comfort and proficiency of nurses around communicating with this patient population.

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### Session Code: 8004
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**PDHs:** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Session Format:** Poster  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Effect of Specific Aided Communication Strategies in Expanding Communicative Intents for Adults With Communication Disabilities  
**Presenter(s):** Carlene Meyer, Jessica Owens, Jolene Hyppa Martin  
**Abstract:** The study documents the clinical application of a multiple baseline single subject experimental design. The cause and effect relationship between providing instruction on three specific aided communication strategies and the variety of communicative intents produced by two adults with severe speech and physical disabilities is described and related to EBP.

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### Session Code: 8011
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**PDHs:** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Session Format:** Poster  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** AAC Service Delivery: Meeting the Needs of Students With Complex Communication Needs in the Schools  
**Presenter(s):** Betsy Caporale  
**Abstract:** This presentation will offer a practical, viable solution for improving delivery of AAC assessment and implementation services in the schools. Qualifications for specialty certification in AAC will be discussed and an AAC Certification program offered by the California Department of Education will be described.

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### Session Code: 8003
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**PDHs:** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Session Format:** Poster  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** An Analysis of Conversational Interaction of an Individual With CHARGE Syndrome: A Case Study  
**Presenter(s):** Karrie Kuecker, Judith Oxley  
**Abstract:** Joe is an individual with CHARGE syndrome, which is a rare genetic disorder featuring abnormalities in the eye, ear, cranial nerves, and cognitive deficits. A case study approach incorporating several analytic tools is used. Analysis revealed communication aids impacted all interactions during conversation, which revealed a change of conversational dynamic.

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### Session Code: 8005
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**PDHs:** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Session Format:** Poster  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Exploring the Efficacy of a PLC Model to Increase Knowledge of AAC Assessment & Implementation  
**Presenter(s):** Elizabeth Christopher, Jennifer Geibel  
**Abstract:** In this session, educational consultants from PaTTAN will analyze the results of a pilot study, in which school-based SLPs were provided with ongoing training and technical assistance in the form of a Professional Learning Community/Book Study model in order to improve their service delivery of AAC assessment and implementation.

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### Session Code: 8006
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**PDHs:** 15 Mins
### Implementing AAC Systems in Acute Care Settings: Saudi Nurses’ Perspective

**Presenter(s):** Maram Balubaid, Mashael Raies, Sara Alakel, Mai Alzaidi, Rahmah Bukhary, Sameera Dehaithem

**Abstract:** Acute care medical professionals in Saudi hospitals are challenged by the increasing number of patients with complex communication needs and by the lack of AAC systems in Arabic. The aim of this study is to investigate the challenges of Saudi nurses when implementing new AAC systems in acute care setting.

**Session Code:** 8007  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B

### Jacob’s Word Book: Bridging the AAC Communication Gap Between SLPs, Teachers & Families

**Presenter(s):** Erica Levinson, Denise Lancaster

**Abstract:** This session will discuss the importance of collaboration between school-based service providers and home caregivers in order to expand and enrich the language-learning process of AAC users. Focus will be placed on one clinician-developed resource that has been successful in reinforcing, expanding, and generalizing language use across environments.

**Session Code:** 8008  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B

### The Perceptions of CSD Graduate Students on Their Competency-Level in Providing AAC Services

**Presenter(s):** Mariateresa Munoz, Carmen San Martin, Evelyn Parra, Olivia Feyt, Kristine Gonzalez

**Abstract:** This study evaluated the perceptions of Speech-Language Pathology (SLP) graduate students at Florida International University on their knowledge, competency-level, and interest in a course on AAC use for individuals with severe communication needs. Findings indicated that students are interested in preservice training in AAC for individuals with severe communication needs.

**Session Code:** 8009  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B

### Developmental Characteristics & Profiles of High School Students on the Autism Spectrum

**Presenter(s):** Jessica Steinbrenner, Sara Nowell

**Abstract:** The Center on Secondary Education on Students with ASD (CSESA) is a large multi-site study that has enrolled overall 500 high school students on the autism spectrum. This poster explores the developmental characteristics and profiles of the enrolled high school students from initial assessments collected from students, parents, and teachers.

**Session Code:** 8010  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B

### Entrainment in Children With & Without Autism Spectrum Disorder

**Presenter(s):** Camille Wynn, Stephanie Borrie

**Abstract:** Conversational entrainment, a communication phenomenon whereby individuals modify their behaviors to align with those of their dialogue partner, is essential for successful interactions. Investigations of conversational entrainment in the field of speech-language pathology are relatively sparse. Here, we examine speech rate entrainment in children with and without autism spectrum disorders.

**Session Code:** 8011  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B
### 2016 ASHA Convention Program Sessions

**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Relationship Between Autism Characteristics & Nonverbal Intelligence of Young Children  
**Presenter(s):** Heather Delaune, Daphne Hartzheim, Katherine Kling, Sidney Morgan  
**Abstract:** Autism spectrum disorders include children with a wide range of language skills and nonverbal intelligence. This study examines different profiles of children with ASD based on their nonverbal IQ, scores on the Autism Diagnostic Observation Scale, and language scores of children ages 2-5 years old.

| Session Code: 8012 | Date: Thursday, November 17, 2016  
|--------------------|----------------------------------|
| PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Stress & Quality of Life in Parents of Children With ASD  
Presenter(s): Danielle Defense-Netvral, Leticia Segeren, Fernanda Dreux  
Abstract: The parents of children with ASD may experience increasing stress and worse quality of life. This study assessed the stress level of parents of children with ASD, verifying its association with quality of life. The results confirmed this hypothesis. |
| PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Using Father-Mediated Intervention to Increase Responsive Parental Behaviors & Child Communication in Children With ASD  
Presenter(s): Michelle Flippin, Alexandra Perri, Kayla Freeman, Kara Penney, Rebecca Bevacqua, Cassidy Cabral, Ali Cocucci, Madison Dolecki, Emma Marsland, Kristen Gallo, Taylee Rebeiro  
Abstract: This pilot study examines the efficacy of a father-implemented intervention on the communication skills of young children with autism spectrum disorder (ASD). |
| Session Code: 8014 | Date: Thursday, November 17, 2016  
|--------------------|----------------------------------|
| PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)  
Title: Acquired Velopharyngeal Dysfunction Assessment: Speech-Language Pathologists’ Training & Perceived Clinical Competence  
Presenter(s): Kelsey Boman, Mary Sandage, Nancy Haak, Lawrence Molt, Allison Plumb  
Abstract: Assessment of acquired velopharyngeal dysfunction (VPD) is not well described in the literature. An on-line survey was conducted to query SLP training and perceived clinical confidence for assessment of acquired VPD. It was hypothesized that clinicians would report limited training and low clinical confidence. Survey results will be reported. |
| Session Code: 8015 | Date: Thursday, November 17, 2016  
|--------------------|----------------------------------|
| PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)  
Title: Health Treatment Trends of Cleft Lip & Palate in Native Americans  
Presenter(s): Joshua Allston-Burbank, Jeff Searl  
Abstract: Native Americans have a high prevalence of orofacial clefts. Many NAs live in rural communities with limited access to specialty care. There are also sociocultural barriers that impact the treatment. Findings from a qualitative study that used parent interviews to evaluate trends in cleft treatment in NAs will be discussed. |
### Title: University Students' Knowledge Regarding the Care of the Person With Cleft Palate

**Presenter(s):** Jenna Woodland, Dana Collins, Linda Vallino

**Abstract:** The purpose of this research project is to survey young adults to determine their level of knowledge regarding the existence, prevalence, causes, and secondary issues associated with cleft lip and palate. Participants in this study will include undergraduate and graduate students from the University of Minnesota-Duluth.

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### Title: A Case Study of Situational Variability in Neurogenic Stuttering

**Presenter(s):** Peggy Conner

**Abstract:** This presentation addresses a case of an adult with anomia and acquired stuttering following a left basal ganglia lesion who exhibits situational variability common in developmental stuttering, but not previously reported in the literature for an acquired condition. The unique characteristics of his dysfluency and treatment methods are discussed.

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### Title: A Training Program in Stuttering: Exploring the Benefit

**Presenter(s):** Leah Panourgias, Rodney Gabel

**Abstract:** Over a four-year period, graduate students were engaged in a training program for stuttering therapy. Students participated in three different therapy programs. The students completed a narrative documenting their experience. Qualitative analysis of this data suggests that the students found this experience to be positive.

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<td>Topic Area: Fluency (SLP)</td>
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### Title: An Overview of Clinical Facilities Providing Speech-Language Services for Persons Who Stutter in Kuwait

**Presenter(s):** Latifa Alsalmi, Robert Mayo

**Abstract:** Clinical facilities (schools and medical centers) in Kuwait were identified and examined to determine if they provided services for persons who stutter (PWS). All special education schools provided fluency services. Four out of five medical centers offered intervention services for PWS. Nation building needs and implications for PWS are discussed.

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<td>Topic Area: Fluency (SLP)</td>
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### Title: Auditory-Motor Adaptation Is Reduced in Adults Who Stutter but not in Children Who Stutter

**Presenter(s):** Ayoub Daliri, Elizabeth Wieland, Shanqing Cai, Frank Guenther, Soo-Eun Chang

**Abstract:** Previous studies have shown that adults who stutter have deficiencies in integration of auditory feedback for speech production. Here, we measured auditory-motor adaptation in both adults and children who stutter to examine whether possible deficits in auditory-motor integration shown in adults who stutter are also evident in children who stutter.

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### Title: Backward Masking Abilities of Speech & Tones in Persons Who Stutter
Presenter(s): Shriya Basu, Robert Schlauch, Jayanthi Sasisekaran

Abstract: We examined persons who stutter (PWS) for their ability to identify vowel-consonant (VC) speech sounds and tones in a backward masking paradigm. The results with matched, control subjects revealed poorer performance for PWS for speech in quiet and in masking noise but not for tones.

Session Code: 8022
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Fluency (SLP)
Title: Comparing Formal & Informal Measures of Stuttering Severity
Presenter(s): Courtney Mullin, Kenneth Melnick, Joan Butterworth

Abstract: Formal and informal measures of stuttering severity are compared. Participants included both preschool-aged and school-aged children who stutter. Results indicated that both measures correlated, though school-aged children correlated higher than preschool-aged. Clinical implications are that speech pathologists should use the informal measure, which more accurately defines and categorizes stuttering severity.

Session Code: 8023
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Fluency (SLP)
Title: Fluency Performance in Different Speech Tasks of Individuals Who Do & Do Not Stutter
Presenter(s): Julia Costa, Ana Ritto, Fabiola Juste, Claudia Andrade

Abstract: This study aimed to compare the speech performance of individuals who do and do not stutter in three different speech tasks. Participants for this study were 34 adults. The study indicated that tasks with a higher motor complexity affected speech fluency, in both people who stutter and fluent individuals.

Session Code: 8024
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Fluency Profile of Individuals With Parkinson’s Disease
Presenter(s): Fabiola Juste, Fernanda Sassi, Claudia Andrade

Abstract: This study analyzed the fluency profile of individuals with Parkinson’s disease and in healthy fluent individuals. Results: Data analysis did not indicate significant differences between individuals with Parkinson’s Disease and their healthy controls for disfluencies types, speech rate and percentage of stuttered syllables.

Session Code: 8025
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Listener Perception of a Moment of Disfluency: Implications for Cluttering
Presenter(s): Kathleen Scaler Scott, Jessica Kisenwether, Rachel Bossler, Shannon Croasdale, Alexandra Irr, Andrea Veneziale, Stephanie Sutkowski, Sarah Tokach, Lori Cimino, Adina Rosenthal

Abstract: The purpose of this study was to compare the tension ratings of speech-language pathologists and speech-language pathology students in a moment of disfluency presented either via audio only, video only, or video plus audio. Results indicate significantly higher tension ratings in audio only group.
### Title: The Efficacy of Using a Mobile Application for Self-Monitoring of Emotions in Stuttering Treatment  
**Presenter(s):** Sameera Dehaithem, Diyaa Hanoun  
**Abstract:** Awareness of own feelings is essential when treating stuttering. This study will determine the efficacy of using a mobile application designed to facilitate recognition and labeling of own feelings when treating stuttering. The study will highlight issues related to integrating technology in speech therapy and techniques for self-monitoring of emotions.

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### Title: Utilizing Skype for Digital Guest Speakers in a Fluency Disorders Graduate Course  
**Presenter(s):** Erik X. Raj  
**Abstract:** In an effort to help build the knowledge of speech-language pathology graduate students, this study explored the thoughts and feelings of students who were enrolled in a fluency disorders course where the instructor utilized Skype to videoconference in numerous digital guest speakers who were people who stutter.

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<td><strong>Topic Area:</strong> Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td><strong>Title:</strong> “Bride of” Pairing Picture Books &amp; Apps to Contextually Address Language Objectives</td>
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<td><strong>Presenter(s):</strong> Sean Sweeney</td>
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### Title: A Comparison of Language Sample Elicitation Methods for Dual-Language Learners  
**Presenter(s):** Jacqueline Toscano, Jodi Reich, Felicidad García, Carol Scheffner Hammer  
**Abstract:** This study compares three types of language sample elicitation methods with regards to their efficiency in obtaining specific assessment measures from kindergarten-age Puerto-Rican Spanish-English Dual Language Learners (DLLs). Emphasis is placed on the relationship between dialect density and microstructure in order to best inform future research and clinical practice.

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<td><strong>Title:</strong> Assessing Personal Event Narratives &amp; Life Stories in Children &amp; Adolescents</td>
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<td><strong>Presenter(s):</strong> Jacqueline Berens, Olivia Gutierrez, Elizabeth Martinez, Carol Westby</td>
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### Title: Assessing Personal Event Narratives & Life Stories in Children & Adolescents  
**Presenter(s):** Jacqueline Berens, Olivia Gutierrez, Elizabeth Martinez, Carol Westby  
**Abstract:** This poster displays strategies for eliciting personal event narratives and life stories from students from early elementary school through high school. Elicitation methods will be described, samples of analyzed personal event narratives and life stories will be displayed, and suggestions for goals/objectives based on these evaluations will be given.

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<td><strong>Topic Area:</strong> Language and Learning in School-Age Children and Adolescents (SLP)</td>
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Title: Bridging Communication for School-Age Clients Using a Collaborative Model & Multidisciplinary Team Approach  
Presenter(s): George Pagano, Marsha Jones-Wilson  
Abstract: This poster will describe the communicative outcomes observed by incorporating a multidisciplinary approach and collaborative model of therapy in working with students with cognitive and linguistic impairments by two school based therapists in two distinct educational settings. The examiners will describe the approaches used and benefits noted among mandated students.

Session Code: 8032  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Comparing Language Structure of Children With PLI or ASD Using SPELT-3 & Conversational Language Sampling  
Presenter(s): Timothy Huang, Lizbeth Finestack  
Abstract: This study compared the morphosyntactic profiles of children with PLI or ASD using a norm-referenced, standardized language test (SPELT-3) and conversational language sampling. Initial analyses revealed a considerable overlap in the morphosyntactic profiles between these populations, with a tendency for children with PLI to outperform those with ASD.

Session Code: 8033  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Dyslexia Limits the Ability to Categorize Regional Dialects  
Presenter(s): Ewa Jacewicz, Robert Fox, Gayle Long  
Abstract: Aiming to better understand the phonological deficit in dyslexia (DYS), this study examined sensitivity of DYS adults and DYS children to regional dialect features. DYS listeners were limited in their ability to categorize dialects due to less efficient operations in working memory, including deficiencies in utilizing talker normalization processes.

Session Code: 8034  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Effects of Digital Text Modifications on Reading in High School Students With Language-Based Learning Disabilities  
Presenter(s): Megan Pattee, Joanna Christodoulou, Matthew Schneps  
Abstract: This study explores the effect of five digital text modifications on reading rate and accuracy in high school students with language-based learning disabilities. Associations were explored between performance by condition and visual-attention span and word reading ability. Results and clinical implications will be discussed.

Session Code: 8035  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Gesture Use by SLPs & Educators: Teaching Children With Language Impairment vs. Typically Developing Kindergarteners  
Presenter(s): Elizabeth Wesson, Brenda Beverly  
Abstract: The frequency of iconic gestures matched to target preposition words significantly increased when 12 SLPs and 12 educators were teaching hypothetical audiences of children with language impairment (LI) versus typically developing (TD) kindergarteners. Educators, but not SLPs, showed increased use of representational gestures for the LI versus TD condition.

Session Code: 8036  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Language Characteristics of Children Diagnosed With Gender Identity Disorder: Influences on Perceived Gender Typicality
**Presenter(s):** Katherine Bangert, Benjamin Munson  
**Abstract:** Boys diagnosed with Gender Identity Disorder (now antiquated diagnosis) tend to produce speech and language that is more prototypically “female-like”. We examined listeners’ perception of gender in this population when producing oral narratives to better understand development of gendered speech in children, and how adults integrate acoustic information and language.

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<th>Session Code: 8037</th>
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<td>PDH(s): 15 Mins</td>
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**Presenter(s):** Monica Gordon Pershey  
**Abstract:** This session provides the information needed to recognize the written language difficulties that occur in elementary age students with language-based learning disabilities. Attendees will identify the role of the SLP in written language assessment. Strategies for how SLPs, tutors, teachers, and parents can contribute to team-based educational and therapeutic interventions.

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<th>Session Code: 8038</th>
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**Presenter(s):** Elena Zaretsky  
**Abstract:** ELLs from low SES present specific challenges for educators and SLPs alike as a group at risk for school failure, particularly achieving literacy. This study examines the relationship between L2 reading comprehension, length of uninterrupted L1, onset of L2 and the role of L1 reading skills in achieving L2 literacy.

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**Presenter(s):** Linda McAtee, Mia Mueller Vannoy  
**Abstract:** Heartland SLPS do not administer standardized tests. This session provides a problem-solving framework for functional, communication assessment procedures that link to evidenced-based instructional routines aligned with Core Standards. The assessment question is: “What is the area of concern and what strategies will facilitate progress across a multi-tiered system of support.”

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<th>Session Code: 8041</th>
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**Presenter(s):** Lisa Schoenbrodt, Libby Kumin  
**Abstract:** The present study introduced parent training to increase narrative language production in their children. Sixteen children and their parents took part in the study. Parents participated in a training workshop and completed the training at home over eight weeks. Parents reported positive outcomes on learning and sustaining a new intervention.

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<th>Session Code: 8042</th>
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<td>Topic Area:</td>
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Title: A Systematic Review of Deep-Phonological Dysphasia  
Presenter(s): Laura McCarthy, Nadine Martin  
Abstract: We examined 36 case studies of deep and phonological dysphasia, which are hypothesized to reflect varying degrees of the same impairment. This systematic review provides evidence that severity of auditory-verbal short-term memory impairment predicts degree of imageability effect and rates of semantic errors in repetition observed in deep and phonological dysphasia.

Session Code: 8043  
Date: Thursday, November 17, 2016  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster  
Topic Area: Language Disorders in Adults (SLP)

Title: An International Survey of Short-Term & Working Memory Assessment Practices in Aphasia  
Presenter(s): Katrina Bakas, Laura Murray, Christos Salis  
Abstract: This survey study described the current state of short-term (STM) and working memory (WM) assessment practices among aphasia service providers in the U.S. and 23 other countries. The results underscore the need for further test development and implementation research to support access and use of appropriate STM/WM assessment procedures.

Session Code: 8044  
Date: Thursday, November 17, 2016  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/Hall B  
Session Format: Poster  
Topic Area: Language Disorders in Adults (SLP)

Title: Aphasia Groups That Work: Structure for Success  
Presenter(s): Darlene Williamson, Melissa Richman, Suzanne Redmond, Amy Georgeadis  
Abstract: This presentation will offer a tested structure for facilitating aphasia groups that we have found to be successful. This hierarchical structure accommodates all severity levels and treatment settings. Video examples will show its use in improving participation and communication through acquisition of new skills and carryover of communication strategies.

Session Code: 8045  
Date: Thursday, November 17, 2016  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Location/Room: CC/Hall B  
Session Format: Poster  
Topic Area: Language Disorders in Adults (SLP)

Title: Cognitive Deficits in Persons With Lyme Disease: Preliminary BRAINscreen Results  
Presenter(s): Charlotte Molrine  
Abstract: Neurocognitive symptoms of Lyme disease have not been associated with objective findings. Formal documentation of the presence or absence of cognitive dysfunction in persons with Lyme disease using BRAINscreen (Zakzanis & Azarbehi, 2014), an adult-normed web-based real-time examination of cognitive functioning, will be reported.

Session Code: 8046  
Date: Thursday, November 17, 2016  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Location/Room: CC/Hall B  
Session Format: Poster  
Topic Area: Language Disorders in Adults (SLP)

Title: Developing Effective Home Exercise for Habitation of Alternative & Augmentative Communication With Primary Progressive Aphasia  
Presenter(s): Aaron Wilkins, Melanie Albaum, Taylor Sustarsic  
Abstract: Northwestern University’s Speech, Language, and Learning Clinic piloted a home exercise program for AAC use to increase proficiency and effectiveness of multimodal communication for individuals with Primary Progressive Aphasia (PPA). Implications pertaining to topics and structure of program will be discussed. Comparative measures of AAC proficiency will be reported.
Title: Differential Effects of Right- & Left-Hemisphere Damage on the Production of Korean Sarcastic Utterances
Presenter(s): Seung-yun Yang
Abstract: This study investigated the differential effect of right or left brain damage (RHD or LHD) on the production of acoustic features associated with sarcasm. Result from acoustic analyses indicated that LHD negatively affected sentence contrasts, whereas RHD negatively affected the production of F0 and durational cues.

Session Code: 8048
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Date: Thursday, November 17, 2016
Location/Room: CC/Hall B
Session Format: Poster

Title: Distinctive Semantic Feature Knowledge in Adults With Fluent vs. Nonfluent Aphasia
Presenter(s): Kristin Corman, Mary Beth Mason-Baughman, Sarah Wallace
Abstract: Multiple studies have investigated the role of distinctiveness of semantic features in people with aphasia. This study compares individuals with fluent and nonfluent aphasia and their ability to discriminate between low-importance distinctive features of target words. Clinical implications are addressed.

Session Code: 8049
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Date: Thursday, November 17, 2016
Location/Room: CC/Hall B
Session Format: Poster

Title: Do Listeners Look More at Face or Hands When Speech Is Hard to Understand?
Presenter(s): Daniel Kempler, Joanne Lasker, Jessica Tully, Robin Stein
Abstract: Research supports the use of gesture to increase communicative effectiveness for people with aphasia (PWA). This investigation uses eye-tracking data to explore the extent to which variation in speech intelligibility and the presence of gesture affect the amount of visual attention that is directed towards the face vs. the hands.

Session Code: 8050
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Date: Thursday, November 17, 2016
Location/Room: CC/Hall B
Session Format: Poster

Title: Exploratory Analysis of Acoustic Speech Features Related to Depression in Adults With Aphasia
Presenter(s): Stephanie Gillespie, Elliot Moore, Jacqueline Laures-Gore, Matthew Farina, Scott Russell
Abstract: The study investigates a novel approach to depression diagnosis by objective acoustic measures in the speech of adults with aphasia. Caregivers’ SADQ-10 scores were used to group participants as high depressive symptoms/not depressed for model training. Preliminary findings suggest Cepstral Peak Prominence holds promise as a diagnostic marker.

Session Code: 8051
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Date: Thursday, November 17, 2016
Location/Room: CC/Hall B
Session Format: Poster

Title: Formulaic Expressions in Individuals With Right & Left Hemisphere Brain Injury
Presenter(s): Amber Moncrief, Natalie Kacinik, Nina Dronkers, Marc Ettlinger, Juliana Baldo
Abstract: We analyzed formulaic language in right-hemisphere and left-hemisphere patients who were asked to interpret pictures depicting predictable versus ambiguous social contexts. Participants generated more formulaic expressions for predictable social contexts, but the proportion of formulaic expressions was reduced in RH individuals. These findings accord with prior research on formulaic language.
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<tr>
<th>Title</th>
<th>Presenter(s)</th>
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<tr>
<td>In Search of Discourse Stimuli: Comparing Discourse Elicited With Different Norman Rockwell Pictures</td>
<td>Lori Altmann, Jingchen Xu</td>
<td>This study aimed to identify a set of pictures that elicited discourse samples of similar length and syntactic complexity for studies requiring three or more assessments. Discourse samples from three pictures were similar in number of utterances, verbs, and finite clauses, and in Developmental Level, a measure of syntactic complexity.</td>
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<td>Psychometric Characteristics of a Language-Specific Attention Treatment for People With Acquired Language Disorders</td>
<td>Meghana Nathan, Richard Peach</td>
<td>Language-Specific Attention Treatment (Peach, 2012) is a theoretically motivated, skill-based approach to the remediation of acquired language disorders associated with attentional impairment. This study demonstrates that L-SAT possesses good construct validity and inter- and intrarater reliability. L-SAT provides a reasonable method for treating acquired language disorders due to brain injury.</td>
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<td>Relationship Between Pre-Stroke Reading Ability &amp; Post-Stroke Reading Performance in Persons With Aphasia</td>
<td>Jamequa Stallworth, Julius Fridriksson, Kimberly Smith</td>
<td>Estimating prognostic indicators can assist with therapy planning and estimate response to different therapy approaches. The current study examined pre-stroke reading ability as a predictor of post-stroke reading performance in persons with aphasia. The results suggest pre-stroke education level and print-exposure are related to reading-related outcomes of individuals with aphasia.</td>
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<td>Self-Perception of Language Performance in Older Adults</td>
<td>Melissa Johnson, Emily Hauenstein, Feng (Vankee) Lin, Anton Porsteinsson, Shirley Szekeres</td>
<td>Research regarding older adults’ awareness of their language abilities is limited. Longitudinal analysis of data from the Alzheimer’s Disease Neuroimaging Initiative revealed that adults with mild cognitive impairment tended to be overaware of language decrements, and adults with Alzheimer’s disease tended to be underaware, although within-group variability existed.</td>
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<tr>
<td>Speech Fluency in Discourse Produced by People With Mild Aphasia: Correlations With Impairment &amp; Confidence</td>
<td>Tyson Harmon, Adam Jacks, Jessica Richardson, Katarina Haley</td>
<td>Repetitions, revisions, and fill/pause behaviors are produced by people with aphasia but the factors that contribute to these disfluencies are poorly understood. We analyzed disfluent behaviors during discourse and correlated these measures with WAB and CCRSA scores to determine how linguistic impairment and communication confidence related to speech fluency.</td>
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**Session Code:** 8053
**PDH(s):** 15 Mins
**Level/Type:** Intermediate/Research Submission
**Topic Area:** Language Disorders in Adults (SLP)
**Date:** Thursday, November 17, 2016
**Location/Room:** CC/Hall B
**Session Format:** Poster

**Session Code:** 8054
**PDH(s):** 15 Mins
**Level/Type:** Introductory/Research Submission
**Topic Area:** Language Disorders in Adults (SLP)
**Date:** Thursday, November 17, 2016
**Location/Room:** CC/Hall B
**Session Format:** Poster

**Session Code:** 8055
**PDH(s):** 15 Mins
**Level/Type:** Intermediate/Research Submission
**Topic Area:** Language Disorders in Adults (SLP)
**Date:** Thursday, November 17, 2016
**Location/Room:** CC/Hall B
**Session Format:** Poster

**Session Code:** 8056
**PDH(s):** 15 Mins
**Level/Type:** Intermediate/Research Submission
**Topic Area:** Language Disorders in Adults (SLP)
**Date:** Thursday, November 17, 2016
**Location/Room:** CC/Hall B
**Session Format:** Poster

**Session Code:** 8057
**PDH(s):** 15 Mins
**Level/Type:** Introductory/Professional Education
**Date:** Thursday, November 17, 2016
**Location/Room:** CC/Hall B
**Session Format:** Poster
Topic Area: Language Disorders in Adults (SLP)

Title: The Speech-Language Pathologist's Role in Treating the Disorders of Consciousness Population: A Case Study
Presenter(s): Lindsey Sorrell

Abstract: Very few Speech-Language Pathologists have experience or the necessary skill set to work with those diagnosed with Disorders of Consciousness. As this population is on the rise across rehabilitation centers and hospitals across the United States, it is important that therapists feel confident in their treatment delivery styles.

Session Code: 8058
PDH(s): 15 Mins
Level/Type: Advanced/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: The Relationship of Picture Naming & Discourse Informativeness in Aphasia
Presenter(s): Jessica Jensen, Gerasimos Fergadiotis

Abstract: The ability to convey information during discourse production can be compromised in people with aphasia. This study explored the relationship between scores from confrontation naming tests and discourse informativeness. Results suggested a strong yet less than ideal relationship between single word naming and discourse production.

Session Code: 8059
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: The Role of Cognition on Language Outcome Measures & Life Participation in People With Aphasia
Presenter(s): Sheelah Peterson, Vickie Yu, Joselyn Castro, Hsinhuei Chiou

Abstract: The Assessment for Living with Aphasia (ALA) is a patient-reported outcome measure that assesses the quality of life for people with aphasia (PWA). The goal of the study is to examine the role of cognition in PWA and its effect on impairment-focused measures versus patient-reported outcome measures.

Session Code: 8060
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: Verb Network Strengthening Treatment (VNeST) in English With a Participant With Turkish/English Bilingual Aphasia
Presenter(s): Heather Swanson, Lisa Edmonds

Abstract: This study investigates the effect of Verb Network Strengthening Treatment (VNeST) in English with a proficient Turkish/English participant with bilingual aphasia who was predominantly using Turkish, his first language, post-stroke. Outcomes revealed improvements in English on untrained single word, sentence and discourse production in typed and spoken modalities.

Session Code: 8061
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Language Disorders in Adults (SLP)
Title: Video Games & the Benefits to the Senior Population: A Literature Review
Presenter(s): Shannon Liem, Jessica Pranke

Abstract: With the increased utilization of video games and technology, it is imperative that we understand how video games may enhance language and communication, participation, rehabilitation outcomes and overall general affect in the senior and elderly population.
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<tr>
<th>Title: Emergence of Functional Flexibility in Infant Vocalization of the First Three Months</th>
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<tr>
<td>Presenter(s): Yuna Jhang, Anne Warlaumont, Rick Dale, D. Kimbrough Oller</td>
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<td>Abstract: Early infant vocalizations, precursors to language, occur in the first months and are functionally different from cries and laughs. Oller et al. (2013) showed that by three months infant protophones occur with a full range of facial affect. The present research investigates functional flexibility in the first three months.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Imitative &amp; Vocally Adaptive Behavior in Infants Through 12 Months</td>
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<tr>
<td>Presenter(s): Helen Long, D. Kimbrough Oller, Heather Ramsdell-Hudock, Edina Bene</td>
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<td>Abstract: We propose stages of development for vocally adaptive behaviors of infants in the first year. These phenomena do not begin with direct imitation, rather, direct imitation is the product of a developmental path involving induction of sounds the baby can produce within the unique interaction of the parent-infant dyad.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: The Temporal Coordination of Mother-Infant Vocal Interactions Across Speech Registers &amp; Cultures</td>
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<tr>
<td>Presenter(s): Lama Farran, Hyunjoo Yoo, Chia-Cheng Lee, D. Kimbrough Oller</td>
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<tr>
<td>Abstract: This study quantifies temporal relationships in mother-infant vocal interaction in American and Lebanese dyads. Vocalizations were examined at intervals from -1 to +1 seconds of lag between infant vocalizations and mother vocalizations. In both languages, mothers and infants took turns, alternating rather than overlapping vocalizations.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: Print Awareness: A Comparison Between Print &amp; Electronic Assessments in Typically Developing Preschool Children</td>
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<tr>
<td>Presenter(s): Peter Kao, Kay Ryder, Shelley Lund</td>
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<td>Abstract: This study compared paper and electronic adaptations of the Concepts About Print assessment (Clay, 1977). Assessments were administered to children between 4;0 and 5;6. Correlations were calculated for the children's scores on both presentations to confirm test validity. Results...</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: Reading Group Subtypes in Students With Dyslexia</td>
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<tr>
<td>Presenter(s): Elizabeth Meisinger, Lyle Davis, Jennifer Johnson, Melissa Robinson</td>
</tr>
<tr>
<td>Abstract: This research examined predictors of oral reading fluency deficits within a population of elementary school students with developmental dyslexia. Sixty-one students completed measures of phonemic awareness, rapid naming speed, short-term verbal memory, word reading, reading fluency, and reading comprehension in the fall and spring of the academic year.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: The Uneven Terrain of Phonological Awareness Acquisition: Who May Be at Risk?</td>
</tr>
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Speech-Language Pathology Sessions (updated as of 9/2/16)

Presenter(s): Richard Kalunga
Abstract: Phonological awareness is critical to reading acquisition. This study investigated the relationship between cognitive style and phonological awareness in bilingual speakers. Results show no significant difference in phonological awareness between analytics and wholistics. Findings suggest bilingualism may impact phonological awareness in ways that counteract the differential effects of cognitive style.

Session Code: 8068
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: Investigation of Feedback Schedules in Healthy Younger & Older Adults
Presenter(s): Phil Weir-Mayta, Allison Paff, Joshua Stockton, Crystal Munoz
Abstract: There is growing interest in the application of motor learning principles to the treatment of individuals with motor speech disorders. This study examined one principle, feedback frequency, and its effect on the learning of a novel speech production task in healthy younger adults and healthy older adults.

Session Code: 8069
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: Kinematic Analyses of Articulatory Functions During Syllable Repetitions in Dysarthric Cantonese Speakers With PD
Presenter(s): Min Ney Wong, Lok Ting Wong, Manwa Ng, Tiksang Tong, Man Au Yeung
Abstract: The present study investigated labial and lingual kinematics in a group of 5 dysarthric Cantonese speakers with Parkinson’s disease (PD) during syllable repetitions using electromagnetic articulography (AG500). Reduced articulatory movements were reported in participants with PD. The correlations between dysarthria severity and kinematic data were also examined.

Session Code: 8070
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: Perceptual Characteristics of Clear Speech in Parkinson’s Disease
Presenter(s): Jason Whitfield, Kendra McCann, Emily Otten, Kendra Koester, Sadie Sneider
Abstract: Individuals with Parkinson disease exhibit decreased clarity of articulation in habitual speech, but respond to clear speech cues. This study examines characteristics of clear speech produced by individuals with and without Parkinson disease. These results quantify and parameterize the effects of clear speech cues using perceptual and acoustic measures.

Session Code: 8071
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: Perceptual, Instrumental & Self-Detection of Early Bulbar Changes in ALS
Presenter(s): Kristen Allison, Yana Yunusova, Jun Wang, Jordan Green
Abstract: This study compared the ability of patient self-ratings of bulbar function, perceptual speech ratings, and acoustic/kinematic speech measures to detect early bulbar changes in people with ALS. Results indicated patient self-ratings and perceptual ratings by SLPs did not detect early bulbar changes that were apparent in acoustic/kinematic measures.

Session Code: 8072
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: The Development of Final Voicing Contrasts in Children With Cerebral Palsy & Speech Motor Impairment
**Presenter(s):** Lucas Annear, Katherine Hustad  
**Abstract:** This study uses acoustic measures, including vowel duration, consonant duration, and percent glottal pulsing, to study the development of final voicing contrasts in 7 children with cerebral palsy. Preliminary results indicate early use of vowel duration - with later development of other cues - to form the voicing distinction.

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<th>Session Code: 8073</th>
<th>Date: Thursday, November 17, 2016</th>
<th>Location/Room: CC/Hall B</th>
<th>Session Format: Poster</th>
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<td><strong>Topic Area:</strong> Speech and Language Science (SLP)</td>
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<tr>
<td><strong>Title:</strong> Is There a Content Related Difference in Acoustic Prosody During ASL to Spoken English Interpretation?</td>
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<tr>
<td><strong>Presenter(s):</strong> Eric Klein, Sanyukta Jaiswal, Brenda Seal, Brenda Nicodemus</td>
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<tr>
<td><strong>Abstract:</strong> This research study examines if professional interpreters modify their acoustic prosodic features during ASL to spoken English interpretation to match the content and intent of the message and the presenter. This information will help in understanding the importance of prosody when interpreting across languages and modalities.</td>
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<td><strong>Topic Area:</strong> Speech and Language Science (SLP)</td>
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<tr>
<td><strong>Title:</strong> Oral-Diadochokinesis Rates Norms for Children &amp; Adult Spanish Speakers: A Pilot Study</td>
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<td><strong>Presenter(s):</strong> Maritza Maldonado-Perez</td>
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<tr>
<td><strong>Abstract:</strong> The oral-DDK is an examination used to detect early central nervous system and motor speech disorders. Fletcher’s norms for the English language should be used carefully because there are many differences between the English and Spanish languages. Oral-DDK Spanish rates allow a non-biased evaluation of children and adult speakers.</td>
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<td><strong>Topic Area:</strong> Speech and Language Science (SLP)</td>
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<tr>
<td><strong>Title:</strong> The Effect of Syllable Structure &amp; Syllable Length on Nonword Repetition in Adults</td>
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<tr>
<td><strong>Presenter(s):</strong> Erin Leary, Camille Stewart, Cori Barnes, Katherine McClelland, Pui Fong Kan</td>
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<tr>
<td><strong>Abstract:</strong> This study investigated how syllable length and structure affect adults’ repetition of nonwords. Participants listened to recordings of 20 nonwords ranging from 4-7 syllables in length that alternated between open and closed syllables. Significant effect of syllable structure and syllable length was found. Clinical implication will be discussed.</td>
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<td><strong>Topic Area:</strong> Speech and Language Science (SLP)</td>
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<tr>
<td><strong>Title:</strong> The Modified Rhyme Word Test Revisited: A New Software Tool for Evaluating Cochlear Implant Patients</td>
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<td><strong>Presenter(s):</strong> Ilana Cellum, Jaclyn Spitzer, Cassandra Bosworth, Megan Dunbar</td>
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<td><strong>Abstract:</strong> Research indicates the modified rhyme word test (MRT) is a reliable method to evaluate spoken messages with voice communication systems and to separate normal listeners from hearing impaired listeners. Software was developed for the analysis of phonetic elements to be used for mapping modifications using inexpensive technology.</td>
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<td><strong>Topic Area:</strong> Speech and Language Science (SLP)</td>
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<tr>
<td><strong>Title:</strong> The Nature of the Relationship Between Nonword Repetition, Speed of Processing &amp; Vocabulary in SLI</td>
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<td><strong>Presenter(s):</strong> Julia Evans, Ronald Gillam, James Montgomery</td>
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Abstract: Children with SLI have poor phonological working memory. Whether this is related to vocabulary has been debated. Phonological working memory, lexical processing and vocabulary was examined in 148 school-aged children with and without SLI. Results show that the relationship between these factors is not as direct as was originally proposed.

**Session Code:** 8078  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** The Role of Articulation Rate in L8NRT Nonword Repetition Performance  
**Presenter(s):** Sydney L. Walls, Rachel M. Crowder, Todd A. Gibson  
**Abstract:** Nonword repetition tasks are increasingly used in research and clinical practice, but the mechanisms underlying these tasks are not well understood. Results of the current study failed to support the standard model of short term memory when repeating nonwords composed of difficult-to-articulate sounds. Possible mechanisms are discussed.

**Session Code:** 8079  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Articulation Rate in Children: Influence of Age, Complexity of Sentence & PCC-R  
**Presenter(s):** Danira Francisco, Luciana Pagan-Neves, Haydée Wertzner  
**Abstract:** Articulation rate is a measure that may be influenced by biological and cognitive linguistic factors. Observation of articulation rate in typically developing children can provide evidences that contribute to the assessment of children with SSDs. Results indicated that in children with SSDs linguistic complexity, age and PCC-R influence articulation rate.

**Session Code:** 8080  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Differences in the Early Speech Sound Development of Siblings Diagnosed With SSD or CAS  
**Presenter(s):** Elizabeth Foley, Laura Grasley, Megan Overby  
**Abstract:** Early speech sound development of three sibling sets revealed no statistical differences in SSD siblings. The CAS siblings differed in volubility. The SSD/CAS siblings demonstrated significant differences in numbers of resonant utterances, resonant consonants, different consonants, and demonstrated quantitative differences in the number of consonants used at 24 months.

**Session Code:** 8081  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Impact of Social Robots During At-Home Practice of Speech Sounds With Children With Phonological Impairment  
**Presenter(s):** Jillian McCarthy Maeder, Kevin Reilly, Eric Wade, Rebekah Keith  
**Abstract:** This initial investigation examines the impact of a social robot during at-home practice of speech sounds with children with hearing impairments and phonological impairment. This session will discuss the impact of the social robot on speech sound development and implementation of a social robot for increased practice of speech sounds.

**Session Code:** 8082  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Reading Outcomes for Individuals With Histories of Childhood Apraxia of Speech  
**Presenter(s):** Gabrielle Miller, Barbara Lewis, Lisa Freebairn, Jessica Tag, Sudha Iyengar, Catherine Stein, H. Taylor, Karlie Budge
### Session Code: 8083
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Speech Sound Disorders in Children (SLP)  
Title: Tongue Ties & Speech Sound Disorders: What Are We Overlooking?  
Presenter(s): Ashley Meaux, Meghan Savage, Courtney Gonsoulin

**Abstract:** Expansion of tongue-tie type in the medical community has prompted an increase in SLP referrals. Specifically, we need to determine the referral process, presence, and relationship of posterior tongue-tie to persistent speech sound errors and potential misdiagnosis of childhood disorders (e.g., CAOS, phonological, etc.). This presentation will explore these topics.

### Session Code: 8084
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: A Proposal for Pediatric Swallow Safety in the Context of Respiratory Supports  
Presenter(s): Jessica Grittner, Jamie Byrne

**Abstract:** Speech language pathologists are often asked to make oral feeding recommendations for children receiving non-invasive respiratory therapies. The force of airflow through the oropharynx can inhibit swallow function. This poster presentation will propose a guideline for deciding when it is safe to orally feed pediatric patients on such respiratory supports.

### Session Code: 8085
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Could That Pneumonia Be Aspiration Pneumonia? Screening Patients At Risk  
Presenter(s): Sarah Groppo-Lawless

**Abstract:** An evidence-based dysphagia screen for patients admitted with pneumonia was designed and implemented at Baptist Health Lexington. Information on how this tool was created and developed will be provided. Practical applications will be made including how to better identify and intervene with patients at risk for aspiration.

### Session Code: 8086
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Muscle Tension Dysphagia: Symptomology & Theoretical Framework  
Presenter(s): Christina Kang

**Abstract:** Muscle Tension Dysphagia is a primary laryngeal muscle tension disorder manifested as a swallowing disorder rather than a voice or breathing disorder. The underlying etiology of this disorder suggests the need for a better algorithm for care targeting muscle tension through voice therapy techniques rather than traditional swallow therapy.

### Session Code: 8087
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Oral Feeding in the PICU: Development of an Evidence-Based Clinical Guideline for Multidisciplinary Care Teams  
Presenter(s): Mairin Batten, Tara Custer, Loretta Ferrell, Joanna Stewart, Cheryl Zalieckas

**Abstract:** Forty-six children with CAS were followed and assessed for decoding ability. There were significant differences between struggling readers and average readers in linguistic skills. Predictors of reading outcomes were receptive and expressive language abilities and phonological awareness skills. Children with CAS should be monitored for reading.
Abstract: Development of an evidence-based clinical practice guideline for oral feeding in the pediatric intensive care unit (PICU) is designed to standardize care and improve patient outcomes. These guidelines are intended for PICU physicians and nurse practitioners use and include recommendations for safely initiating oral feeds in acutely ill pediatric patients.

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<td>Topic Area:</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Swallowing Ability in the Extubated Pt</td>
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<td>Presenter(s):</td>
<td>Stephanie Dunn, Genevieve Lehr</td>
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Abstract: Postextubation dysphagia has complications including aspiration and increased mortality. For non-stroke patients, there is no bedside screening evaluation to predict PED. The primary objective of this study is to uncover predictors of PED from clinical factors and to validate the 3-oz water test as a screening test in non-stroke patients.

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<td>Topic Area:</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Swallowing Power Tests During Bedside &amp; FEES in Healthy Adults</td>
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<td>Presenter(s):</td>
<td>Joanna Baranska, Anna Joeger, Glendolyn Neely, Valerie Blouch, Laura Pitts</td>
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Abstract: Measures of speed and endurance during repetitive swallowing demonstrated improved performance and reliability during water swallowing conditions than during saliva swallows for both bedside and FEES evaluations of healthy adults. Findings suggest the development of swallowing power tests during water swallowing may have clinical utility during clinical bedside evaluations.

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<tr>
<td>Topic Area:</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>The Effect of Oral Motor &amp; Laryngeal Elevation Exercises on Oropharyngeal Transit Time Post-CVA</td>
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<td>Presenter(s):</td>
<td>Casey Ulrich, Shauna Smith, Michele Vandehay, John Seikel, Nancy Devine</td>
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Abstract: Dysphagia can have a devastating and long-lasting effect on quality of life for individuals post stroke. We report the positive effects of 6 weeks of treatment using effortful swallow and Shaker Head Lift protocols on oropharyngeal transit time in two individuals.

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<td>Topic Area:</td>
<td>Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title:</td>
<td>Above the Roar of the Crowd: Athletic Coaches &amp; Their Voice</td>
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<td>Presenter(s):</td>
<td>Irena Vincent, Mary Emm</td>
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Abstract: This study investigated the effects of a collegiate athletic season on selected voice parameters in male coaches. Acoustic (fundamental frequency, mean amplitude, relative average perturbation, shimmer, noise-to-harmonic ratio, voice turbulence index), aerodynamic (maximum phonation time, s/z ratio), and perceptual analyses were completed on sustained phonation and/or continuous speech.

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<td>Topic Area:</td>
<td>Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title:</td>
<td>An Exploration of Stereotyping in Voice Feminization</td>
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**Presenter(s):** Pei-Tzu Tsai, Tamiko Teshima  
**Abstract:** Stereotyping in cisgender voice has been observed repeatedly, predominantly the negative impact of pitch and femininity on listeners’ perception of competence and leadership. This study explores this potentially paradoxical relationship in a transgender female undergoing voice feminization. Listener perception, stereotyping and practical concerns in voice feminization training will be discussed.

**Session Code:** 8093  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Behavior Assessment Battery-Voice-Revised: Comparative Investigation of Adults With & Without Spasmodic Dysphonia  
**Presenter(s):** Michael Matthews, Martine Vanryckeghem, Christopher Watts  
**Abstract:** A revised version of the Behavior Assessment Battery-Voice investigating the affective, behavioral and cognitive covariates of spasmodic dysphonia was administered to individuals with and without Spasmodic Dysphonia to see if the discriminative power of the four BAB self-report tests is confirmed with a revised digital version.

**Session Code:** 8094  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Preventing Vocal Burnout in Future Teachers: An Education & Prevention Program  
**Presenter(s):** Celia Sue Hume, Allison Wegman  
**Abstract:** This presentation outlines a screening and prevention program specifically designed for students entering teacher-education programs. The prevention programs were conducted during several group sessions by SLP graduate students under supervision. Effectiveness of the training programs was evaluated through written testing and assessment of vocal techniques and quality during simulated experiences.

**Session Code:** 8095  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** The Relationship of VHI Score to Patient Self-Perceived Voice Severity & Diagnostic Category  
**Presenter(s):** Stephanie Phipps, Hannah Cornett, Barbara Jacobson, Devin McCaslin, Jennifer Craig, David Francis  
**Abstract:** Little is known about how self-perceived handicap in voice disorders compares to patients’ judgments about their voice disorder severity. This retrospective study examined the relationship of VHI scores to patient-reported severity levels and diagnosis for 1284 patients seen at the Vanderbilt Voice Center. Implications for clinical practice will be highlighted.

**Session Code:** 8096  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Cultural Differences on Recognition of AAC Social-Words Symbols Between Korean & American Undergraduate Students  
**Presenter(s):** Rowon Kang, Jihee Jung, Jinguo Kang, Young Tae Kim  
**Abstract:** The purpose of this study is to investigate the degree of recognizing PCSs and Ewha AAC symbols developed in Korea focusing on social words. This study will investigate whether there are cultural differences on recognition of AAC symbols across Korean and American students.
### Evaluation of AAC Symbol Design Using Foundational Design Principles & Elements

**Presenter(s):** Monica Fox, Allison Bean Ellawadi, Amy Sonntag

**Abstract:** The purpose of this study was to investigate potential barriers to AAC system use through the examination of AAC symbol design. Foundational design principles and elements used to increase visual success were evaluated. Major findings and implications will be discussed.

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<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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### High Tech AAC Solutions for Adults With Acquired Neurological Conditions

**Presenter(s):** Patrick Brune

**Abstract:** When faced with sudden onset of complex communication needs, adults with an acquired neurological condition face the challenge of finding new ways to communicate each day. In this session we will review the high tech AAC technologies capable of supporting these individuals in their communication, and connections to the world.

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<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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### Impact of Alternative & Augmentative Communication on the Utterance Length of Children With Limited Speech

**Presenter(s):** Gina DeBarthe

**Abstract:** The purpose of this study is to examine the impact of Alternative and Augmentative Communication (AAC) for children who can use single words or who can combine two words in communication and speech production. The purpose of the study is to determine whether AAC modeling impacts the child’s MLU.

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<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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### Impacts of Parent Training on AAC Use in Emotion Communication With Children With Down Syndrome

**Presenter(s):** Ji Young Na, Krista Wilkinson, Whitney Root, Michaela Krysztof

**Abstract:** A single-case multiple-baseline design examined the effects of an instruction program to teach parents of children with Down syndrome strategies for incorporating aided AAC into conversations about emotions. Results from qualitative methodology indicated positive modifications in parents’ and children’s verbal and aided communication patterns.

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### Participation in Active Recreation: Experiences of Adults With Acquired Conditions Who Use AAC

**Presenter(s):** David Hajjar, John McCarthy

**Abstract:** An online focus group investigated the experiences of five individuals with acquired neurological conditions who use AAC and participate in community based active recreation and adaptive sport. Information was gathered related to (a) participant profiles; (b) benefits, (c) barriers and supports, (d) psychosocial impact, and (e) recommendations for best practice.
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: The Inclusion of Social &amp; Linguistic Communicative Competence Speech-Language Objectives for School-Age Children Using AAC</td>
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<tr>
<td>Presenter(s): Katie Miller, Jolene Hyppa Martin</td>
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<td>Abstract: This study examined the extent to which social and strategic communicative competence objectives are included in speech-language interventions for individuals with complex communication needs who use augmentative and alternative communication. Educational speech-language records (IEPs, IIIPS, and IFSPs) were analyzed. Results describe the types and frequency of these objectives.</td>
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<th>Session Code: 8104</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: A Qualitative Study of the Effects of the University of Arkansas Autism Support Program</td>
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<tr>
<td>Presenter(s): Jessica Post, Kimberly Frazier</td>
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<tr>
<td>Abstract: The purpose of this qualitative study was to determine how students with ASD who participated in the University of Arkansas Autism Support Program perceived the helpfulness of the program in the following areas: reducing college-related stress, facilitating academic success, facilitating social success, and preparing individuals for independent adult roles.</td>
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<th>Session Code: 8105</th>
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<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Camp Yes And: Exploring the Effects of Improvisational Training on Teenagers With Autism &amp; Teachers</td>
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<tr>
<td>Presenter(s): Jim Ansaldo, Karen Forrest, Rachel Hopf</td>
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<tr>
<td>Abstract: Camp Yes And was a five-day improv summer camp designed to support both teens on the autism spectrum and educators to develop essential communication skills. Changes in conversational skills, quality of communication life, and teacher self-efficacy were investigated throughout the program.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Comparison of Direct &amp; SmartBoard Modeling’s Impact on Motor Imitation Skills of Preschoolers</td>
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<tr>
<td>Presenter(s): Erin Cain</td>
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<tr>
<td>Abstract: Fourteen preschoolers with ASD were exposed to a series of three imitative song conditions: SmartBoard only, live modeling only, and SmartBoard with live modeling,. Data will be presented to show each condition’s effectiveness for gestural motor imitation. The impact of communication severity level on motor imitation will be discussed.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Exploring Core Symptomatology in School-Age Girls With High-Functioning ASD: Findings From the SCQ &amp; ADOS-2</td>
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<tr>
<td>Presenter(s): Jenny Burton, Brittany Swint, Brooke Jackson, Grace Cummings, Erin Gilbert, Nancy Creaghead, Karla Washington</td>
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<tr>
<td>Abstract: Little is known regarding core symptoms of ASD in high-functioning (HF) girls. We report performance on the SCQ and ADOS-2 from a group of school-aged girls. Results were variable. Most girls were consistently identified with a profile of ASD or autism. Implications for girls with HF-ASD are discussed.</td>
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<td>Thursday, November 17, 2016</td>
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Abstract: This study presents data on cross sectional changes in the vocal tract volume between childhood and adolescence. Findings provide normative data that can be used for future modeling of vocal tract development and used for comparisons to a clinical population.

Abstract: Although continuous positive airway pressure (CPAP) therapy has shown promise in reducing hypernasality in some patients, CPAP-induced physiologic evidence is largely lacking. This study examined the effect of CPAP therapy on intravelar muscle tissue distribution and the volumetric measurement of the velum using magnetic resonance imaging (MRI) in healthy adults.

Abstract: Linguistic measures extracted from spontaneous speech samples acquired from children close to stuttering onset may differentiate between children who undergo transient vs. persistent stuttering. We present results derived from a computerized language analysis program, which suggest that subtle attenuations in language development may help predict persistent stuttering during childhood.

Abstract: Preschool children participated in a puppet-based, educational program, the Attitude Change & Tolerance Program (InterACT), to teach sensitive interactions with stuttering peers. On standard measures, children’s pre and post stuttering attitudes and those of their parents were interpreted in light of how stuttering attitudes are acquired and improved.

Abstract: The relationship between speech disfluency measures, speech and language abilities, and emotional reactivity is examined in 97 children who stutter between the ages of 2;11 and 6;5 (M = 49.9 mos). Results are discussed relative to the existing literature. Funding Source: NIH grant (R01DC012517).
### Don’t Pay Attention? Interactions Between Speech Fluency & Attention in Stuttering & Fluent Adults

**Presenter(s):** Naomi Eichorn, Klara Marton, Steven Pirutinsky

**Abstract:** We examined whether engaging attention through a vigilance task enhanced fluency in simultaneously produced speech. Nineteen stuttering adults and 20 controls produced speech under baseline and dual-task conditions involving sustained attention. Results revealed fewer disfluencies under dual-task conditions, suggesting that attending to speech may disrupt automaticity and contribute to stuttering.

**Session Code:** 8114  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
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**Session Format:** Poster  
**Date:** Thursday, November 17, 2016

### General Attentional Abilities That Predict Language Production in Adults Who Stutter

**Presenter(s):** Wendy Olsen, Nathan Maxfield, Stefan Frisch

**Abstract:** The aim of this study was to investigate general attentional abilities in adults who stutter and determine how these abilities relate to language production. This study reports on behavioral data collected utilizing computerized cognitive and naming tasks. Specifically, the interest was attentional domains of Updating, Inhibiting, and Shifting.

**Session Code:** 8115  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Date:** Thursday, November 17, 2016

### Hot vs. Cold Effortful Control in School-Age Children Who Stutter

**Presenter(s):** Julia Hollister, Patricia Zebrowski

**Abstract:** We expanded previous findings that CWS exhibit significantly lower effortful control (EC) than CWNS by differentiating effects of “hot” and “cold” EC. Results indicated that CWS exhibit significantly lower hot EC than CWNS, with no between-group differences in cold EC. Neither hot nor cold EC was correlated with stuttering behaviors.

**Session Code:** 8116  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Date:** Thursday, November 17, 2016

### Lexical Retrieval & Long-Term Memory for Language in Adults Who Stutter

**Presenter(s):** Erica Lescht, Ho Ming Chow, Siyuan Liu, Nan Bernstein Ratner

**Abstract:** We examined possible reasons why adults who stutter (AWS) recalled significantly fewer key words and propositions and showed lower vocabulary diversity in a short story recall task than fluent peers. AWS’s performance appears related to semantic retrieval abilities (word fluency task score) than memory task scores. Ramifications are discussed.

**Session Code:** 8118  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Date:** Thursday, November 17, 2016
**Topic Area:** Fluency (SLP)

**Title:** Measures of Oral & Silent Reading Fluency in Fluency Disorders: A Case Study

**Presenter(s):** Kathleen Scaler Scott, Rachel Bossler, Shannon Croasdale, Alexandra Irr, Andrea Veneziale, Stephanie Sutkowski, Lori Cimino, Adina Rosenthal

**Abstract:** The purpose of this study was to compare the oral reading fluency scores obtained on standardized testing before and after accounting for moments of stuttering and cluttering. Results indicate lack of reliability in test findings due to moments of disfluency. Clinical implications are presented.

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**Topic Area:** Fluency (SLP)

**Title:** Neural Correlates of Emotional Reactivity Associated With Childhood Stuttering

**Presenter(s):** Evan Usler, Christine Weber

**Abstract:** Event-related brain potentials were obtained from 6- to 8-year-old children who stutter and fluent controls. Neural patterns mediating emotional processing, indexed by elicitation of the late positive potential during the presentation of negative facial expressions, suggest developmental stuttering may be associated with atypical levels of emotional reactivity.

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**Topic Area:** Fluency (SLP)

**Title:** Prefix-Driven Word Search: Performance of Adults Who Stutter on a Lexical Access Task

**Presenter(s):** Megann McGill, Harvey Sussman, Courtney Byrd

**Abstract:** The purpose of the study was to analyze lexical access of adults who do and do not stutter using a prefix driven word generation task. Results support the notion that differences in various aspects of lexical access may compromise the speech fluency of adults who stutter.

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**Topic Area:** Fluency (SLP)

**Title:** The Role of Effortful Control in Stuttering Severity in Children: Australian Replication Study

**Presenter(s):** Shelly Jo Kraft, Janet Beilby, Emily Lowther

**Abstract:** A replication study assessed 131 Australian CWS for temperament, home environment, and significant life-events, to re-examine these factors and their contribution to stuttering severity. The results support Kraft and colleagues (2014), with the temperament domain of Effortful Control the single significant predictor of stuttering severity with parent- and clinician-reported ratings.

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**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Leaders in Communication: Winning the Trifecta in the Public Schools

**Presenter(s):** Candace Moore

**Abstract:** Learn fun, factual, free and functional strategies for educating parents, collaborating with teachers, and increasing student participation across academic, social and vocational settings. Areas of focus will include ideas and rationales for positive communication exchanges, active brain breaks, agendas for organization, pictorial representations, and service delivery models.
# 2016 ASHA Convention Program Sessions

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<tr>
<th>Level/Type:</th>
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<th>Session Format:</th>
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<tr>
<td>Topic Area:</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Title:</td>
<td>Difference or Disorder: Speech-Language Referral Process of ELLs in Elementary Schools</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Brooke Reed, Ana Claudia Harten</td>
<td>Abstract:</td>
<td>Working with English-language learners (ELLs) presents unique challenges for school SLPs. The task of deciding whether students exhibit language differences or language disorders is complex and often frustrating. This study examines school SLPs' perspectives on the referral process of ELLs and their collaboration with ELL teachers.</td>
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<tr>
<td>Topic Area:</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Title:</td>
<td>Enhancing Receptive &amp; Expressive Language Through Intensive Phonemic Awareness Training</td>
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<tr>
<td>Presenter(s):</td>
<td>Ann Alexander, Kytja Voeller, Stacy Fretheim</td>
<td>Abstract:</td>
<td>This presentation describes the significant gains in expressive/receptive language resulting from intensive phonemic awareness training that builds strong mental representations of the motor articulatory gestures underlying phoneme production. The presentation outlines a bottom-up model of language development and the implications for assessment and treatment of receptive/expressive language impairment.</td>
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<tr>
<td>Topic Area:</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Title:</td>
<td>iPad App Integration for Home-Based Students With Multiple Disabilities</td>
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<tr>
<td>Presenter(s):</td>
<td>Katie Millican</td>
<td>Abstract:</td>
<td>Students with multiple disabilities who are medically unable to attend school typically require speech-language services. Learn one therapist's evidenced-based approach to goal creation, iPad application integration, and family involvement for students with the most to gain and the most to give!</td>
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<td>Session Code:</td>
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<tr>
<td>Topic Area:</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Title:</td>
<td>Morphological Characteristics of a Spanish-Turkish Speaking Child With Specific Language Impairment</td>
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<tr>
<td>Presenter(s):</td>
<td>Orhan Guven, Semra Selvi</td>
<td>Abstract:</td>
<td>In this study, we have examined morphological characteristics of a 6 years old Spanish-Turkish speaking child with SLI. We have tested noun and verb morphology for Turkish and definite articles, clitic pronouns for Spanish. According to the results for Spanish definite articles and clitic pronouns and for Turkish genitive possessive, tense, person morphemes are problematic.</td>
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<td>Topic Area:</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Title:</td>
<td>Searching the Evidence: Interventions Using Visual Story Grammar Aids for School-Age Students With SLI</td>
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<tr>
<td>Presenter(s):</td>
<td>Lindsey Davis, Judy Kwak, Gina Trobiani, LaVae Hoffman</td>
<td>Abstract:</td>
<td>This poster reports the findings of a search for current and relevant scientific evidence regarding the use of Story Champs® and other visual symbolic story grammar aids as a means for improving narrative retell with school-aged students who have specific language impairment.</td>
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<td>Session Code:</td>
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Level/Type: Introductory/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Standardized vs. Criterion Referenced Tools for Measuring Language Improvement After Intervention in Children With ADHD  
Presenter(s): Eliane Ramos, Isabelle Castillo, Ana Collado, Andrea Limas, Tekila Ndukwe, Mildred Suarez, Katie Hart, Paulo Graziano  
Abstract: This study examined the effectiveness of using a standard measure of language versus a clinician developed criterion for measuring language improvement in children at risk for ADHD. Eight children were tested pre and post 8 weeks of intervention. Results are discussed in light of common practices for measuring progress.

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Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Syntactically-Based Sentence Comprehension in Children With & Without SLI  
Presenter(s): James Montgomery, Ronald Gillam, Julia Evans  
Abstract: Syntactically-based comprehension of 117 children with SLI and 117 TD children was studied. The SLI group showed poorer comprehension than the TD group for canonicals and noncanonicals. The TD children showed developmental improvement in canonicals and noncanonicals, but the SLI group only for canonicals. Both groups generally showed comparable speed.

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Date: Thursday, November 17, 2016  
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Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: The Ability of Children With LI to Infer Emotion in Context  
Presenter(s): Bonnie Brinton, Martin Fujiki, Breeana Bell, Lisa Robinson  
Abstract: Seven children identified with language impairment completed tasks requiring them to infer emotions experienced by characters in specific scenarios. Treatment was initiated and probe tasks were administered at regular intervals. Performance was variable from child to child. Results for each child are presented and discussed.

Session Code: 8132  
Date: Thursday, November 17, 2016  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: The Case of the Boy With Anomia: Successful Intensive Intervention After a Right Hemisphere Tumor  
Presenter(s): Alison Lemke, Larissa Jordan  
Abstract: This presentation describes a case of anomia and receptive/expressive language deficits in an eight-year-old with right hemisphere parietal tumor removal at age eight months. Video segments of evaluation and intensive treatment will be shown. Discussion will include outcomes and rationale for the use of VNeST and SFA therapy approaches.

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Date: Thursday, November 17, 2016  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: The Communication of Behavior  
Presenter(s): Joe'L Edington Farrar  
Abstract: Individuals with adverse behaviors, often receive therapies and medications to address these behaviors without the evaluation of their functional communication skills. The individuals continue to have difficulty and rely on the behaviors to meet their needs. This session will discuss options for treatment of behaviors through development of functional communication.
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)
**Title:** Usher Syndrome: The Role & Responsibilities of SLPs With Hearing & Vision Loss in Children
**Presenter(s):** Gilbert Herer, Judith Montgomery, Brittany Kearny, Lynn Gallandt, Aaron Rothbart, Jenna Anaya, Stephanie Wu
**Abstract:** Usher Syndrome is an autosomal recessive disorder characterized by moderate to profound sensorineural hearing loss from early life, accompanied by progressive visual impairment (retinitis pigmentosa). Speech-language pathologists (SLP) have ever-increasing responsibilities for intervention services with children with hearing loss. Understanding Usher Syndrome enhances SLP intervention planning for these children.

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<td>Topic Area:</td>
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<tr>
<td>Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title:</td>
<td>A Systematic Review of Therapies for Spelling Deficits Due to Acquired Agraphia</td>
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<tr>
<td>Presenter(s):</td>
<td>Bruce Wisenburn, Natalie Turner</td>
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<tr>
<td>Abstract:</td>
<td>This systematic review focuses on treatment studies for spelling deficits due to acquired agraphia. Various spelling treatments, such as Copy and Recall Treatment (CART), Anagram and Copy Treatment (ACT), and phoneme-to-grapheme transcribing will be reviewed and the objective measures of the efficacy of treatments will be presented.</td>
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<tr>
<td>Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title:</td>
<td>An Executive Function Screening Tool for Evaluating Fall Risk</td>
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<td>Presenter(s):</td>
<td>Rachel Kammeyer</td>
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<tr>
<td>Abstract:</td>
<td>Falls are frequently evaluated by interdisciplinary teams, but the focus is often on strength, balance, vision and tests of global cognition. This card-sort screening protocol can be used to tease out specific areas of cognition that may contribute to falls, including cognitive flexibility and fluency, attention, organization, and impulsivity.</td>
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<tr>
<td>Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title:</td>
<td>Barrels of Laughs: The Function of Clinician-Led Humor in Aphasia Therapy</td>
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<tr>
<td>Presenter(s):</td>
<td>Samantha Moody, Jamie Hartwell Azios</td>
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<tr>
<td>Abstract:</td>
<td>This study describes how graduate clinicians employ humor as a therapeutic resource during conversation intervention in aphasia. Therapy sessions were coded and analyzed for initiators and functions of humor using qualitative methodologies. Results demonstrate the systematic implementation of humor to solicit participation, highlight personal inadequacies, and shift topics during intervention.</td>
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<tr>
<td>Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title:</td>
<td>Comprehension of Computer-Generated vs. Natural Speech by People With Aphasia</td>
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<tr>
<td>Presenter(s):</td>
<td>Karen Hux, Jessica Brown, Sarah Wallace, Kelly Knollman-Porter, Mackensay Buell, Cassie Dondlinger</td>
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<tr>
<td>Abstract:</td>
<td>Computer-generated speech has become increasingly sophisticated and common in modern society. We investigated whether people with aphasia understand sentences generated with two commonly-used computer systems as well as they do sentences produced with natural speech and the preferences and ratings of people with aphasia regarding computer-generated speech naturalness and clarity.</td>
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<td>Session Code: 8145</td>
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<td>PDH(s): 15 Mins</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Language Disorders in Adults (SLP)</td>
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<tr>
<td>Presenter(s):</td>
<td>Low Mood &amp; Depression in People With Aphasia: A Comparison of Scales</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Fifty-six stroke survivors with aphasia completed the Geriatric Depression Scale- Short Form and rated themselves on picture-supported mood questions from the Assessment for Living with Aphasia. Sixty-six percent of participants scored in non-depressed ranges, and 34% showed some evidence of low mood. Comparison between the scales showed high overall agreement.</td>
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<td>PDH(s): 15 Mins</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Pharmacological Treatment in Persons With Aphasia</td>
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<tr>
<td>Presenter(s):</td>
<td>Megan Foley, Patricia Remshifski</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Aphasia affects approximately one-third of stroke patients (Berthier et al., 2011). Throughout the past century, aphasia treatment has focused primarily on behavioral and environmental interventions. This review focuses on the emergence of pharmacological treatment as potential adjuncts to traditional treatment approaches for persons with aphasia (Cahana-Amitay et al., 2014).</td>
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<td>PDH(s): 15 Mins</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Task-Specific Stimulation During Awake Craniotomies</td>
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<tr>
<td>Presenter(s):</td>
<td>Nicole Steyl, Lauren Owczarzak</td>
</tr>
<tr>
<td>Abstract:</td>
<td>A systematic review was conducted with studies focused on language tasks during awake craniotomies and the location in the brain disturbed when performing these tasks. We review tasks reported, list the regions whose stimulation inhibited language, and considered the types of task that stimulated regions of the brain.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Task-Specific Treatment: Flipping the Script on Aphasia Intervention</td>
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<tr>
<td>Presenter(s):</td>
<td>Theresa Alexander, Cynthia Nichols</td>
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<tr>
<td>Abstract:</td>
<td>Use of a task-specific, client-centered approach to treatment for people with aphasia was incorporated into an intensive comprehensive treatment program held at a university clinic. Structure and outcomes of the program will be discussed as well as how assessment, goal setting and treatment techniques differed compared to an impairment-based model.</td>
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<th>Session Code: 8149</th>
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<td>Session Format: Poster</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Test-Retest Reliability of fMRI Word Retrieval Measures in Dementia</td>
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<tr>
<td>Presenter(s):</td>
<td>Eun Jin Paek, Laura Murray, Sharlene Newman, Julius Fridriksson</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Given intra-individual variability and practice effects, individuals with dementia may exhibit different brain activation even without intervention across repeated fMRI sessions. Because fMRI language measures used to document treatment outcomes have not yet been collected repeatedly in previous single subject studies, the current investigation examined possible activation differences across sessions.</td>
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### Session Code: 8150
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Test-Retest Reliability of Sorting LIV Cards by Persons With Aphasia  
**Presenter(s):** Kelly Zarifa, Susan Jackson, Ashley Mohnsen  
**Abstract:** Seven persons with aphasia sorted the Life Interests and Values (LIV) cards (line drawings depicting various activities) into two piles (want/do not want to do more of an activity) on two occasions 2-4 weeks apart. Overall mean point-to-point agreement for sorting the LIV cards twice was .82.

### Session Code: 8151
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** The Effects of Synchronizing Language & Mobility in Individuals With Aphasia  
**Presenter(s):** Darlene Williamson, Nancy Selden  
**Abstract:** This poster will present the results of a project comparing the effect of combining a physical task and cognitive/linguistic tasks in individuals with aphasia who regularly attend a language-based fitness class and those who do not.

### Session Code: 8152
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Thoughts & Ideas Unleashed: Content of Written Communication by Adults With Aphasia Given Structured Support  
**Presenter(s):** Rena Krakow, Francine Kohen  
**Abstract:** Finding the Words, a novel literacy program in its fifth year, encourages adults with aphasia to plan, compose, revise and illustrate their own books. An analysis of the content choices and tone of the books, looking across participants and across multiple books written by a given participant, will be discussed.

### Session Code: 8153
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Training a PWA to Facilitate an Aphasia Group  
**Presenter(s):** Carly Aaron, Katherine Close, Morgan Gipe, Carly Schoenstein, Anita Wasileski, Pamela Smith  
**Abstract:** With the support of an aphasia group, people with aphasia (PWAs) can continue language gains long after formal therapy ends. With a goal of reducing dependence on a speech-language pathologist, this study examined the effect of training one member of the group on supportive conversation and storytelling techniques.

### Session Code: 8154
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Using the iPad to Improve Quality of Life for a Patient With Long-Standing Aphasia  
**Presenter(s):** Karen Gendal  
**Abstract:** The improvement in quality of life through use of the iPad for a patient with chronic non-fluent aphasia will be presented. This will include treatment goals, patient’s testimonials about her experience using the iPad to enhance communication, satisfaction survey outcome, and applicability to supporting reimbursement for SLP services.

### Session Code: 8155
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster
### 2016 ASHA Convention Program Sessions

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<th>Presenter(s):</th>
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<tr>
<td>8156</td>
<td>15 Mins</td>
<td>Introductory/Research Submission</td>
<td>CC/Hall B</td>
<td>A Comparison of Mean Length of Utterance in American Sign Language &amp; Spoken English</td>
<td>Kelsey Ernste, Kent Brorson, Nancy Diener</td>
<td>This study examines Mean Length of Utterance (MLU) in children who use American Sign Language (ASL) as their first language. Researchers compared the MLU scores of children who are normal hearing and Deaf. Data was analyzed to determine if MLU is a valid measure to examine ASL development.</td>
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<td>8157</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
<td>CC/Hall B</td>
<td>A Comparison of Personal Narrative Performances in Preschool-Age Spanish-English Dual-Language Learners</td>
<td>Ivan Campos, Lakshmi Vijanderan, Karen Mainess</td>
<td>We compared the personal narrative performances of preschool age Spanish-English speaking dual language learners. Narratives were collected in both English and Spanish from 50 three, four, and five year old preschoolers. They were then analyzed to compare variety of vocabulary, language complexity, narrative levels, and code switching proportions across languages.</td>
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<tr>
<td>8159</td>
<td>15 Mins</td>
<td>Intermediate/Professional Education</td>
<td>CC/Hall B</td>
<td>Comparing Nonword Repetition Measures in Bilingual Preschoolers</td>
<td>Rhea Paul, Lianne Khoo, Rachel Shang, Natasha Sousa</td>
<td>Four year old children, half of whom were monolingual English speakers and half bilingual, were administered two different nonword repetition tests, and the Peabody Picture Vocabulary Test. Performance on the two nonword measures were compared, and results were correlated with the PPVT scores.</td>
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<td>8160</td>
<td>15 Mins</td>
<td>Introductory/Research Submission</td>
<td>CC/Hall B</td>
<td>Temporal Structure of Turn-Taking in Parent-Infant Dyads: A Naturalistic Study With Zero-Three Month Olds</td>
<td>Hyunjoo Yoo, D. Kimbrough Oller</td>
<td>This study fills a gap in the literature by investigating temporal structure of mother-infant vocal interactions. The infants were 0-3 months old. We evaluated the role of maternal infant-directed-speech (IDS) produced in baby register or in adult register to assess the role of register in facilitating infants’ interactivity during protoconversation.</td>
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**Speech-Language Pathology Sessions (updated as of 9/2/16)**
Speech-Language Pathology Sessions (updated as of 9/2/16)
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<th>Session Code</th>
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<th>Topic Area</th>
<th>Title</th>
<th>Presenter(s)</th>
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<th>Session Format</th>
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<tbody>
<tr>
<td>8167</td>
<td>Introductory/Research Submission</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Clinical Use of Formal Assessments to Rate Intelligibility of Adults With Dysarthria</td>
<td>Sydney Scamihorn, Naomi Gurevich</td>
<td>Formal assessments are recommended to objectively measure intelligibility, but previous studies suggest informal methods of evaluating intelligibility are preferred by clinicians. The current study confirms this trend, and expands on what drives it, indicating new, more practical, tools are needed.</td>
<td>Thursday, November 17, 2016</td>
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<tr>
<td>8168</td>
<td>Introductory/Research Submission</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Demographic &amp; Developmental Profiles for 213 Children With Diagnosis of Suspected CAS: Retrospective Analysis</td>
<td>Amy Delaney, Jenya Iuzzini-Seigel, Raymond Kent</td>
<td>Demographic and early developmental profiles of children with Childhood Apraxia of Speech (CAS) are relatively unknown making it difficult to predict which infants are at high risk for this disorder. This retrospective analysis of 213 children with a CAS diagnosis will help support earlier identification of high risk infants.</td>
<td>Thursday, November 17, 2016</td>
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<td>Poster</td>
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<tr>
<td>8169</td>
<td>Advanced/Research Submission</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Effect of Phonatory Factors on Formant Measures in Patients With PD Pre- to Post-LSVT-LOUD®</td>
<td>Kristin Percy, Eugene Buder, Michael Cannito, Shalini Narayana</td>
<td>LSVT-LOUD® leads to improved phonatory quality and intelligibility in patients with PD. Previous studies link improved intelligibility with articulatory changes, but disregard possible phonatory effects on articulation measures. This study explores how phonatory factors influence formant and vowel space measures using multiple formant measurement methods and vowel space metrics.</td>
<td>Thursday, November 17, 2016</td>
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<td>Poster</td>
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<tr>
<td>8170</td>
<td>Advanced/Research Submission</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Oral Motor Communication Inventory: Content Validation</td>
<td>Laura Ball, Jichuan Wang</td>
<td>Content validation of an Oral Motor-Communication Inventory (OMCI) is reported. OMCI items characterize speech, feeding/swallowing, and communication for individuals with neurologic diseases. Based on ICF, domains include body structure/function (e.g., structures, movements), activity (e.g., eating &amp; drinking, speech, classifications), and participation (e.g., self-report eating, communication).</td>
<td>Thursday, November 17, 2016</td>
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### Session Code: 8171
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Pause Categorization in Parkinsonian Speech  
**Presenter(s):** Anna Gravelin, Jason Whitfield, Tarynn Clune, Cassidy Quinlan  
**Abstract:** This investigation examines various pause types produced in the speech of individuals with Parkinson disease (PD). Acoustic pause durations as short as 15 ms were examined. Results suggest that PD leads to disordered speech motor timing affecting both number and duration of pauses at segmental and supra-segmental levels.

### Session Code: 8172
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Speech Motor Control Changes in Children With Cerebral Palsy After LSVT-LOUD  
**Presenter(s):** Ignatius Nip, Katherine Bristow, Casey Hine  
**Abstract:** Three children with dysarthria secondary with cerebral palsy (CP) were given LSVT-LOUD. Speech production before, during, and after intervention was evaluated using optical motion capture. All children increased their intelligibility immediately after intervention. Kinematic changes of the jaw, including speed, path distance, and speech movement stability were observed.

### Session Code: 8173
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** The Role of Practice Distribution in Learning Foreign Language Utterances  
**Presenter(s):** Ramesh Kaipa, Bethany Howard, Eric Turcat, Laurielle Turcat, Roha Mariam Thomas  
**Abstract:** There is limited evidence regarding the role of practice distribution in speech-language pathology. The current aimed to compare the effects of massed vs. distributed practice in learning novel French utterances among healthy individuals.

### Session Code: 8174
**PDH(s):** 15 Mins  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Vowel Production in Down Syndrome – An Ultrasound Study  
**Presenter(s):** Micalle Carl, Kevin Roon, Katherine Dawson, Douglas H. Whalen  
**Abstract:** This study contrasted tongue shapes of corner vowels obtained from ultrasound imaging in two adolescents, one with Down Syndrome (DS), one typically developing. The speaker with DS demonstrated reduced shape complexity and less differentiation of low vowels. Results have implications for studying speech and intelligibility deficits in DS.

### Session Code: 8175
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Articulatory Contact Pressure During Production of Cantonese Word-Initial Stops  
**Presenter(s):** Manwa Ng, Jeffrey Ng, Eric Tong, Karen Yu, Yang Chen  
**Abstract:** The study examined the articulatory compression pressure associated with Cantonese word-initial aspirated and unaspirated bilabial and alveolar stops. Results revealed a greater pressure in bilabial than alveolar stops. In addition, regardless of the place of articulation, unaspirated stops were associated with significantly higher contact pressures than their aspirated counterparts.
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<tr>
<td>Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Lexical Effects on Individual Variability of Consonant Repetition Patterns in Early Words</td>
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<tr>
<td>Presenter(s):</td>
<td>Namhee Kim, Barbara Davis</td>
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<tr>
<td>Abstract:</td>
<td>Lexical effects on consonant repetition patterns in early words of typically-developing children between 1 and 3 years are examined. Analysis of spontaneous speech from 10 English-learning children shows that individual variations of consonant repetition patterns may be accounted for by word frequency and lexical neighborhood density of target words.</td>
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<tr>
<td>Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Production of Native &amp; Non-Native Consonant Clusters</td>
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<tr>
<td>Presenter(s):</td>
<td>Tappy Tong, Adam Buchwald</td>
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<tr>
<td>Abstract:</td>
<td>This study investigated how native English speakers learn non-native consonant clusters (e.g., /fn/ in fnob). We measured and compared phoneme durations in non-native clusters (e.g., fnob), native clusters (e.g., snob), and singleton consonants (e.g., fob, sob, knob), and found that speakers primarily produced these clusters similarly to their native counterparts.</td>
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<td>Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Vowel Acoustics in English-Accented Spanish</td>
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<td>Presenter(s):</td>
<td>Mahala Berry, Julissa Bello-Almazan, Emily Runnoe, Maja Whitaker, Jeffrey Berry, Sonia Barnes, Steven Long</td>
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<tr>
<td>Abstract:</td>
<td>Acoustic characteristics of Spanish vowels were analyzed in productions from native (Mexican) Spanish speakers living in the United States (L1 speakers) and second language learners of Spanish (L2 speakers). Vowel acoustic measures will help inform L2 pronunciation training methods for bilingual Speech-Language Pathologists.</td>
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<tr>
<td>Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title: Multiple Oppositions as an Intervention Option for Children Who Are Moderately to Severely Unintelligible</td>
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<tr>
<td>Presenter(s):</td>
<td>Rachelle Ronshaugen, Lynn Flahive</td>
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<tr>
<td>Abstract:</td>
<td>Retrospective clinical data was used in a study of four children receiving multiple oppositions treatment. Following one semester of intervention, trained and untrained collapses in all participants’ phonetic inventories shrunk and positional and sound/feature generalization to untrained sounds was documented. Improvements on probes further validate the approach.</td>
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<td>Multiple Oppositions as an Intervention Option for Children Who Are Moderately to Severely Unintelligible</td>
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**Level/Type:** Introductory/Research Submission  
**Session Format:** Poster

**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Reliability & Efficiency of Different Methods for Capturing Post-Swallow Residue  
**Presenter(s):** Danielle Brates, Luis Riquelme, Chelsea Sandler, Sonja Molfenter  
**Abstract:** Although post-swallow residue presents risk for aspiration, methods of detecting and analyzing residue vary greatly. Inter- and intra-rater reliability and feasibility were analyzed and compared across five methods for capturing residue in 30 post-swallow images. Quantitative methods for measuring residue were most reliable, but took the most time to complete.

**Session Code:** 8188  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** The National Dysphagia Diet Perceptions & Practice Patterns Among Registered Dietitian-Nutritionists & Speech-Language Pathologists  
**Presenter(s):** Erika Davis, Christine Hartney, Kristin Gustashaw, Lisa LaGorio, Kathryn Keim, Diane Sowa  
**Abstract:** Perceptions and practice patterns of the National Dysphagia Diet (NDD) have not been studied. Therefore, registered dietitian-nutritionists and speech-language pathologists were surveyed. Results showed that most perceived texture-modified diets improved health outcomes and most utilized the NDD in their practice; but, the NDD has not been fully adopted across facilities.

**Session Code:** 8189  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** The Role of the SLP in Pediatric Feeding & Swallowing Disorders  
**Presenter(s):** Gabrielle DeFazio, Paula Leslie  
**Abstract:** Professional roles in infant feeding an issue of hot debate. Should speech-language pathologists be members of infant dysphagia teams? What influences opinions and knowledge: formal education and/or increased experience in the field? We will discuss findings from a survey in relation to students’ and professionals’ perceptions on this topic.

**Session Code:** 8190  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Use of Line Spread Test for Determining Viscosity of Nutritional Supplements  
**Presenter(s):** Heather Egnor, Mindy Myers  
**Abstract:** The Line Spread Test (LST) was implemented to compare the viscosity of nutritional supplements thickened with commercial thickener to the established viscosity of our pre-thickened honey and nectar liquids. Three supplements thickened poorly and four supplements thickened to a commensurate consistency.

**Session Code:** 8191  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Do I Sound Transgender? It Depends Who You Ask  
**Presenter(s):** Sara Pool, Adrienne Hancock, Shelley Brundage  
**Abstract:** Little is known about the role of the listener in perceptual studies investigating voices of transwomen. Listeners’ sexual orientation influenced perception of a speaker’s gender performance (i.e. femininity), but not sex. Thus, multi-dimensional measures beyond the sex binary in clinical practice could be useful.

**Session Code:** 8192  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B

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Speech-Language Pathology Sessions (updated as of 9/2/16)
### 2016 ASHA Convention Program Sessions

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<thead>
<tr>
<th>Session Code: 8193</th>
<th>PDH(s): 15 Mins</th>
<th>Date: Thursday, November 17, 2016</th>
<th>Location/Room: CC/Hall B</th>
<th>Session Format: Poster</th>
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<tbody>
<tr>
<td>Level/Type:</td>
<td>Introductory/Research Submission</td>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
<td>Title: Early Speech With One-Way Speaking Valve</td>
<td>Presenter(s): Natsumi Asanuma, Therese Cole, Vinciya Pandian</td>
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<td>Abstract: Preliminary results from an ongoing pre-test post-test clinical trial pilot study investigating the speech and clinical outcomes of early use of one-way speaking valves in patients undergoing a percutaneous tracheostomy are presented.</td>
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<th>Session Code: 8194</th>
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<tbody>
<tr>
<td>Level/Type:</td>
<td>Intermediate/Research Submission</td>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
<td>Title: Laryngectomy Support Groups on Facebook: Benefits &amp; Risks</td>
<td>Presenter(s): Louise Pothier, Loredana Cuglietta, Rosemary Martino</td>
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<td></td>
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<td>Abstract: Individuals with laryngectomies seek support in new ways through the platform of Facebook. Yet, any benefits and harms associated with Facebook support groups are unknown. Our findings identifying these benefits and harms will be discussed; thereby, empowering clinicians to better inform patients who are seeking Facebook group support.</td>
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<th>Session Code: 8195</th>
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<tr>
<td>Level/Type:</td>
<td>Intermediate/Research Submission</td>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Title: The Effect of Biofeedback on the Feminization of Voice in Transgender Women</td>
<td>Presenter(s): Deanna Kawitzky, Tara McAllister Byun</td>
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<td>Abstract: Differences in formant frequencies between men and women contribute to the perception of voices as masculine or feminine. This study investigated whether visual-acoustic biofeedback can be used to help transgender women achieve formant targets typical of adult female speakers, and whether such a shift influences the perceived femininity of speech.</td>
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<tbody>
<tr>
<td>Level/Type:</td>
<td>Intermediate/Professional Education</td>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Title: AAC Implementation Strategies in the Educational Setting - You Can’t Do It Alone!</td>
<td>Presenter(s): Kathy Beatty</td>
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<td>Abstract: Are you providing group therapy for a classroom that includes AAC users? No problem! This presentation will provide a framework for AAC intervention strategies in the classroom setting that promote authentic interactions. Guidelines for engaging Communication Partners will also be highlighted. Participants will receive therapy ideas, models, and handy templates.</td>
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<tr>
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<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Title:</td>
<td>Presenter(s):</td>
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<td>Abstract:</td>
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Speech-Language Pathology Sessions (updated as of 9/2/16)
Title: Application of Communication Partner Training Principles to Stakeholders of Adults With Intellectual Disabilities: Qualitative Findings  
Presenter(s): Billy Ogletree, Christine Regiec, Patrick Bartholomew, Mary Linda Kirksey, Alexandra Stromberg  
Abstract: The Communication Partner Instruction Model (CPI) has shown promise as a tool for teaching communication strategies to partners of individuals with complex communication needs. This study describes a large-scale application of CPI with professional stakeholders of adults with intellectual impairment. CPI is perceived positively as a training sequence by participants.

Session Code: 8198  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Early AAC Intervention for Children With Down Syndrome  
Presenter(s): Korey Stading  
Abstract: The use of an SGD with children with Down syndrome, ages 12-24 months, is compared to treatment focusing on manual signs and a control group receiving no treatment. The CSBS-DP is used to compare groups. Individual data from the treatment groups is used to look at the benefits of each.

Session Code: 8199  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Implementing Communication From the Beginning  
Presenter(s): Marleah Herman-Umpleby, Elizabeth Bahr  
Abstract: What are our expectations for beginning communicators? How do we then move them forward? These questions seem easy to answer for verbal children but not so simple for young children who use augmentative and alternative communication (AAC). This presentation will focus on current tools and strategies for beginning AAC communicators.

Session Code: 8201  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Visual-Perceptual Features of AAC Displays Affect Qualities of Symbol Reaching by Individuals With Down Syndrome  
Presenter(s): Jiali Liang, Krista Wilkinson, Robert Sainburg, Emily Neumann  
Abstract: Many AAC users access their AAC via direct selection, or a reach. However, virtually no studies have considered how basic reaching behaviors are influenced by the visual-perceptual features of the displays. We investigated how spatial arrangement of grid displays influence arm selection and reaching qualities by individuals with Down syndrome.

Session Code: 8202  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: An Eye-Tracking Measure of Social Motivation: Application to Minimally Verbal Children With Autism  
Presenter(s): Emily Morrow, Kathryn Unruh, Allison Whitten, Robin Shafer, James Bodfish  
Abstract: This study assessed the feasibility of an eye tracking measure of social motivation in minimally verbal children with autism. Discussion will address task utility to assess motivational patterns in minimally verbal children, as well as observed patterns of diminished social motivation and generalized attentional impairment relative to verbal peers.
### Examining the Impact of an Extended School Year Program on Student Pragmatic Skills

**Presenter(s):** Emily Hamel, Hillary Harper  
**Abstract:** Pragmatics supports the academic and social success of children in the school setting. This study examined the impact of an extended school year program based upon the Think Social! curriculum upon student pragmatic behaviors in school-based contexts. Results address factors related to demonstrated frequency and generalization of target skills.

**Session Code:** 8204  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)

### Quantity & Quality of Mothers’ Language Input to Their Minimally Verbal Young Children With ASD

**Presenter(s):** Beth Breakstone, Janice Light  
**Abstract:** This descriptive group design study investigated the quantity and quality of mothers’ language input to their minimally verbal young children with ASD. Mother-child interactions were audio-recorded over a 2-3 hour period at home. Descriptive statistics, similarities and differences across dyads, clinical implications, and future research needs will be presented.

**Session Code:** 8205  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)

### Shared Musical Performance as a Means of Facilitating Peer Interaction Involving a Child With Autism

**Presenter(s):** Veronica Vidal Velasco, Laura DeThorne  
**Abstract:** Based on a Social-Ecologic Approach, this proof of concept study employed a mixed methodology to examine the potential of an Activity-based Musical Program to facilitate peer interactions between a child with autism and his peers. The intervention was well-perceived by participants and increased communicative offers in 3 of 4 dyads.

**Session Code:** 8206  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)

### Vocational Rehabilitation Counselors’ Experiences With Clients Who Have ASD: Implications for the Speech-Language Pathologist

**Presenter(s):** Kimberly Murza  
**Abstract:** A total of 932 vocational rehabilitation counselors representing 35 states participated in a survey designed to explore their experiences working with clients who have autism spectrum disorder (ASD). Respondents overwhelmingly agreed that social skill deficits presented barriers to workplace success and their clients would benefit from social skill intervention programs.

**Session Code:** 8207  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)

### Making Sense of Nasal Air Emission: Facts & Frication

**Presenter(s):** David Zajac  
**Abstract:** Nasal air emission can occur across a continuum from visible to audible to turbulent as an obligatory symptom of velopharyngeal inadequacy. Audible/turbulent nasal air emission can also occur as learned nasal fricative misarticulations. This session will describe the types of nasal air emission and discuss diagnostic and management implications.

**Session Code:** 8208  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)
Title: Current Curriculum Patterns for Fluency Disorders/Stuttering Coursework in Undergraduate & Graduate Academic Programs in CSD  
Presenter(s): Lawrence Molt, Kelsey Boman  
Abstract: This paper provides data on coursework in fluency disorders/stuttering currently offered by over 200 academic programs in communication sciences and disorders in the United States. Trends in curriculum relative to coursework pertaining to stuttering and/or fluency disorders are discussed for both undergraduate and graduate programs.

Session Code: 8209  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Topic Area: Fluency (SLP)  
Level/Type: Introductory/Research Submission  
Title: Disfluency Characteristics of Children Aged Four-Five Years Associated With Persistence & Recovery of Stuttering  
Presenter(s): Anna Bostian, Barbara Brown, Christine Weber  
Abstract: Spontaneous speech samples were obtained from 4-5 year-old typically developing children and children who stutter, for whom an eventual status of either persisting or recovery was known. Normal and stuttering-like disfluencies were examined to determine whether disfluency type, frequency, or proportion were associated with eventual persistence or recovery of stuttering.

Session Code: 8210  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Topic Area: Fluency (SLP)  
Level/Type: Intermediate/Research Submission  
Title: Effects of Emotion on the Formant Frequency Fluctuations in Adults Who Stutter  
Presenter(s): Kim Bauerly  
Abstract: Ten adults who stutter (AWS) and 10-matched controls produced consonant-vowel-consonant tokens under emotionally arousing conditions. Fluctuations in the second formant of the vowel were assessed. Results are discussed with a focus on the impact of emotion on vocal tract steadiness in fluent speech of AWS.

Session Code: 8211  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Topic Area: Fluency (SLP)  
Level/Type: Intermediate/Research Submission  
Title: Palin Parent-Child Interaction Therapy: Practice-Based Evidence of Effectiveness  
Presenter(s): Sharon Millard, Elaine Kelman, Patricia Zebrowski  
Abstract: Data from 26 preschool children who stutter, obtained 3, 6 and 12 months following the start of Palin Parent-Child Interaction therapy are reported. Stuttering frequency and parental ratings of: impact on the child; severity and impact on the parents; and, parents’ knowledge and confidence in managing stuttering were analysed.

Session Code: 8212  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Topic Area: Fluency (SLP)  
Level/Type: Intermediate/Research Submission  
Title: Positive Recovery From Stuttering: A Qualitative Analysis  
Presenter(s): Rachael Mount, Rodney Gabel  
Abstract: Over a three year period, students were engaged in a project in which they reviewed the recorded panel presentations on successful recovery from stuttering. The students’ observations were analyzed by the authors using qualitative methods. The results support a broader understanding of underlying evidence based practice in stuttering therapy.
### Title: Relations Between Stuttering Disclosure & Self-Empowerment in Adults Who Stutter

**Presenter(s):** Michael Boyle  
**Abstract:** This presentation will discuss the relationship between the extent of disclosure of stuttering and self-empowerment in 245 adults who stutter. Various components of empowerment were analyzed in relation to disclosure including self-esteem, self-efficacy, and community activism. Implications for disclosure of stuttering will be discussed.

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<th>Session Code: 8214</th>
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<td>PDH(s): 15 Mins</td>
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<td>Session Format: Poster</td>
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<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Second Formant Transitions in Stuttering Persistence &amp; Recovery</td>
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<td>Presenter(s):</td>
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<td>Gregory Spray, Soo-Eun Chang, Jacob Nitzkin, Eric Hunter, Mark Berardi</td>
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<td>Abstract: The current study investigated second formant (F2) transitions in the fluent speech of children who stutter (CWS) close to stuttering onset (year 1 of a longitudinal study), and those who have recovered, to determine if F2 transitions at year 1 could predict stuttering persistence or recovery in later years.</td>
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### Title: Self-Disclosure in Stuttering Treatment: Is It OK to Say I'm Sorry?

**Presenter(s):** Courtney Byrd, Robyn Croft, Megann McGill, Zoi Gkalitsiou  
**Abstract:** Research has demonstrated self-disclosure can positively influence listener perceptions of persons who stutter. However, the present study indicates that the nature of the statement makes a difference. Preliminary data suggest the use of an informative statement is significantly more likely to lead to positive listeners perceptions than an apologetic statement.

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<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: The Impact of Interruptions by Caregivers &amp; Children on Fluency in Preschool Children Who Stutter</td>
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<td>Presenter(s): Jean Sawyer, Britta Caldwell</td>
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<td>Abstract: Fifteen-minute conversations between 17 preschool children who stutter and their caregivers were recorded and acoustically analyzed. Results revealed caregivers were no more likely to interrupt disfluent than fluent utterances, and children were more likely to interrupt the caregiver with a fluent than disfluent utterance.</td>
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### Title: Age Appropriate Activities for Students With Autism & IDD

**Presenter(s):** Lindsey Miller, Craig Coleman  
**Abstract:** This study used a web-search to identify accredited graduate programs in communication disorders that offer coursework in stuttering. Results revealed that most program do offer coursework in stuttering, but many programs offer combined coursework with other topic areas or fewer credits in stuttering.

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<th>Session Code: 8217</th>
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<tr>
<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Update on Graduate Coursework in Stuttering</td>
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**Speech-Language Pathology Sessions (updated as of 9/2/16) Page 177**
Presenters: Janice Egan, Lisa Rubinow, Jenna Brosious

Abstract: Students diagnosed with Autism and IDD will be able to participate in age appropriate classroom curricula to the greatest extent possible at their developmental and mode of communication. Curricula is adapted to meet their linguistic, cognitive and ADL needs including book developed using visuals, art and cooking projects.

Session Code: 8219  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Building Vivid, Vital & Valuable Vocabularies: Vocabulary Instruction for ELLs & All Learners  
Presenter(s): Megan Scantlon  
Abstract: This session will focus on vocabulary instruction for ELLs & all learners. Participants will learn how to select appropriate words for instruction & how to teach these words using engaging strategies. Connections to both first & second language development will be made. Participants will leave with tools to build "vivid, vital, & valuable vocabularies."

Session Code: 8220  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Educational Speech-Language Pathologists' Dismissal Practices for Adolescent Language Impairments  
Presenter(s): Amy Brisson, Kent Brorson, Rachael Robinson  
Abstract: The purpose of the current study is to identify if educational speech-language pathologists (SLPs) are dismissing adolescents with persistent language impairments and if so, what criteria are they using to dismiss. Persistent language impairments refers to individuals whose cognitive age matches their language age.

Session Code: 8221  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Effect of the Earobics Computerized Literacy Program on Segmentation Performance in Young Children  
Presenter(s): Elizabeth Parker, Kenneth Simpson, Diane Loeb  
Abstract: A single subject A-B design was conducted to determine the effect of the Earobics Computerized Literacy Program on ability of kindergarten children to segment sounds in words. The results indicated that the Earobics Literacy Program had a positive effect on the segmenting skills for the kindergarten children in this investigation.

Session Code: 8222  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Effects of a Large-Group Expository Language Intervention  
Presenter(s): Douglas Petersen, Katelynn Julian, Danielle Dooper  
Abstract: This study examined whether a combined narrative and expository intervention improved language and reading outcomes more than narrative intervention alone. 109 third-grade students were assigned to a treatment or control group. Both groups participated in large-group narrative intervention, but the treatment group also received expository instruction. Results will be discussed.

Session Code: 8223  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Exploring Peer Learning Mechanisms & Processes in the Context of Interactions Between Second-Grade Children
### Session Code: 8224
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** How Children With SLI Ask Questions  
**Presenter(s):** Kelly Rombough, Rosalind Thornton  
**Abstract:** This study elicited yes/no questions, wh-questions and embedded questions from children with SLI. The experimental results revealed that children with SLI have difficulties with subject-auxiliary inversion and tense-related morphology. The SLI children looked like their peers in all other aspects of their question productions.

### Session Code: 8225
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Improving Equal-Sign Understanding in Elementary School Classrooms  
**Presenter(s):** Jason Chow  
**Abstract:** This cluster-randomized trial aimed to increase the relational understanding of the equal sign of elementary students with and without language difficulty. Two active intervention conditions focused on the relational definition of the equal sign via symbolic and nonsymbolic instruction. We examine main and between-condition effects and cognitive moderators of intervention.

### Session Code: 8226
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Links Between Language & Behavior: Providing Services to Individuals With Emotional Disturbance  
**Presenter(s):** Christine Wing  
**Abstract:** Individuals with emotional disturbance are at increased risk for communication difficulties. Relationship-based speech and language services, the use of body-calming techniques, addressing key issues of language pragmatics in social skills groups and during instances of dysregulation (across age groups) can make our interventions more effective.

### Session Code: 8227
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Person-Centered Intervention Across the Life Span  
**Presenter(s):** Alice Andrews, Ruth Stonestreet  
**Abstract:** Speech-language pathologists utilize person-centered intervention counseling techniques during each interaction with patients, family members, and caregivers. This presentation will focus on the differences between person-centered and therapist centered approaches during the intervention process. Examples and case studies will be presented.

### Session Code: 8228
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Relationship of Sensory Responsiveness Patterns on the Language Development of Neurologically Typical Children  
**Presenter(s):** Amanda Casey, Debra Vigil, Jan Marson, Wei Yang
Abstract: This study explores relationship between language impairment and sensory integration in neurologically typical children with a language disorder. Thirty children between 3-9 years of age were recruited and administered a language evaluation, a sensory profile, and an adaptive developmental scale. Correlations between these factors are presented.

Session Code: 8230  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: The Role of Nutrition on Speech-Language Development & Therapy  
Presenter(s): Marsha Steinberger  
Abstract: Good nutrition, speech-language development and therapy are strongly interconnected. Evidence-based research demonstrates why nutrient dense whole-food nutrition is vital to brain growth and speech-language development and why processed and fast-foods, starches and sugar are harming our bodies. Incorporate the keys to good nutrition into your practice and lead by example.

Session Code: 8231  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: The School-Based SLP’s Role in Post-Secondary Transition  
Presenter(s): Perry Flynn, Bradley Stevenson, David Test, Ronda Layman  
Abstract: This presentation will help school based SLPs better prepare students with intellectual disabilities or autism for transition to life after high school graduation. A variety of evidence based practices and service delivery models will be explored through case studies.

Session Code: 8233  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Universal Design for Learning Classrooms: The Role of the School Speech-Language Pathologist  
Presenter(s): Sharon Halldorson  
Abstract: Classroom-based programming for school speech-language pathologists requires collaborative teaming (Ehren, 2000; Secord, 2005). In Seven Oaks School Division’s Universal Design for Learning classrooms (Katz,2012), SLPs successfully deliver language intervention (Halldorson, 2006; Halldorson, 2011). This session outlines our philosophy and presents strategies for how to implement curriculum-based SLP services.

Session Code: 8234  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: A Systematic Review of Reading Comprehension Treatment for Aphasia  
Presenter(s): Mary Purdy, Elizabeth Madden, Patrick Coppens, Donald Freed, Jennifer Mozeiko, Sarah Wallace  
Abstract: This study analyzed the existing literature to determine the impact of reading interventions on reading comprehension in persons with aphasia. A comprehensive literature search yielded 18 studies with a total of 31 participants that met specific inclusion criteria. Analysis indicated some interventions may be beneficial; however, more research is needed.

Session Code: 8235  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Introductory/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Artificial Grammar Learning in Adults With & Without Agrammatism: Validation of Methodology
### Sessions

**Presenter(s):** Jenna Yots, Sarah Key-DeLyria  
**Abstract:** Researchers have theorized that agrammatic aphasia coexists with a domain-general sequencing impairment, which would be indicated by poor performance on an artificial grammar learning (AGL) task. Is AGL impaired in individuals with agrammatic aphasia? How does AGL performance relate to a matched real sentence comprehension task?

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<th>Session Code: 8236</th>
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<td>Topic Area:</td>
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<tr>
<td>Title: Auditory Selective Attention Deficits in Mild-Moderate Aphasia: Relation to Formally-Tested &amp; Self-Reported Auditory Comprehension Impairments</td>
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<tr>
<td>Presenter(s):</td>
<td>Natsumi Asanuma, Marjorie Nicholas, Suzanne Pennington, Lauryn Zipse</td>
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<tr>
<td>Abstract:</td>
<td>This study evaluated attention and across-session variability in attention in PWA with mild-moderate auditory comprehension (AC) impairments. The extent to which auditory attention deficits could be responsible for functional AC impairments was explored by evaluating the relationship between formal measures of AC, self-report of AC, and auditory selective attention.</td>
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<th>Session Code: 8237</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<td>Level/Type:</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Bama Perks: The Use of a Simulated Context as Therapy for Adults With Aphasia</td>
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<tr>
<td>Presenter(s):</td>
<td>Marie Tucker, Mary Ray-Allen, Angela Barber</td>
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<tr>
<td>Abstract:</td>
<td>Recent research emphasizes the efficacy of aphasia treatment programs examining real-life outcomes (Chapey et al., 2008). This study measured communication and functional outcomes for nine patients with aphasia during a simulated coffee shop intervention. Preliminary findings which indicate communication gains and demonstrate feasibility of this unique setting will be discussed.</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Communication Partner Training &amp; Support to Improve Quality of Life: A Case Study</td>
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<tr>
<td>Presenter(s):</td>
<td>Aaron Wilkins, Angela Mooney, Katherine Plata, Jessie Ronayne</td>
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<tr>
<td>Abstract:</td>
<td>Northwestern University’s Speech, Language, and Learning Clinic piloted an eight week program to train and provide support for communication partners of an individual with severe apraxia of speech to improve communicative quality of life. Implications pertaining to topics and structure of program will be discussed with outcome measures reported.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Conversation Training in Aphasia: A Single Case Study</td>
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<tr>
<td>Presenter(s):</td>
<td>Grama Rangamani, Amanda Rumpca</td>
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<tr>
<td>Abstract:</td>
<td>Studies examining the effectiveness of conversation therapy in persons with aphasia (PWAs) independent of communication partner training are limited. The current ongoing case-study investigates if a conversation training program directed at a PWA contributes to greater gains in language, communicative effectiveness, and quality-of-life, as compared to a communication partner training.</td>
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<td>Presenter(s):</td>
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<td>Session Code</td>
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<tr>
<td>8241</td>
<td>Effect of Interactive Metronome on Understanding Spoken Language in Adults With Auditory Processing/Comprehension Impairments</td>
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<tr>
<td>8242</td>
<td>Effectiveness of Video Modeling as an Intervention Technique for Broca’s Aphasia</td>
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<tr>
<td>8243</td>
<td>Gender &amp; Language Recovery During Acute Inpatient Rehabilitation Stay</td>
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<tr>
<td>8244</td>
<td>It’s Raining Cats: Further Development of Discourse Checklists for Picture Description Tasks</td>
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<tr>
<td>8245</td>
<td>Making Connections: Using the Book Connection to Target Conversation &amp; Writing With a PWA</td>
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<td>Session Code: 8246</td>
<td>Date: Thursday, November 17, 2016</td>
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<tr>
<td>Level/Type: Advanced/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Psychosocial Outcomes Following an Intensive Comprehensive Aphasia Program</td>
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<tr>
<td>Presenter(s): Catherine Off, Lisa Milman, Jenna Griffin, Maggie Colstad, E. Colleen Powers, Laiken Wilkening, Tessa Cox, Jaci Curth, Hope Woodruff</td>
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<tr>
<td>Abstract: Patients with aphasia who participated in an intensive comprehensive aphasia program demonstrated improved psychosocial outcomes as measured by the Geriatric Depression Scale, the Communicative Effectiveness Index, and the Assessment for Living with Aphasia. The most significant changes in psychosocial well-being were reported on the Geriatric Depression Scale.</td>
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<td>PDH(s): 15 Mins</td>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: RHDBank Database Development: The Discourse Protocol</td>
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<tr>
<td>Presenter(s): Jamila Minga, Melissa Johnson, Davida Fromm, Margaret Forbes, Brian MacWhinney</td>
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<tr>
<td>Abstract: A shared database to study discourse in Right Hemisphere Disorder (RHD) was developed as a new clinical area in TalkBank. The protocol includes free speech, conversation, picture description, narrative, and procedural discourse. An example of the protocol and discourse analyses will be presented, illustrating clinical, research, and educational applications.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Social Validity of Changes in WAB Aphasia Quotient: Do Unfamiliar Listeners Perceive a Difference?</td>
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<tr>
<td>Presenter(s): Joanne Lasker, Daniel Kempler, Nicholas Souter</td>
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<tr>
<td>Abstract: Clinicians rely on the Western Aphasia Battery Aphasia Quotient (AQ) to describe language changes over time. This study explored whether unfamiliar listeners perceived differences, as measured by AQ, in conversational samples produced by PWA. The average of listeners' ratings was correlated with AQ changes but comparison rankings were highly variable.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: The Effect of Augmented Reality Contents on Verb Naming in Persons With Aphasia</td>
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<tr>
<td>Presenter(s): Heejune Park, Inho Bae, Byungkang Ahn, Sinwook An, Bomyung Hwang, SoonBok Kwon</td>
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<tr>
<td>Abstract: The purpose of this study is to develop AR based verb therapy contents and to examine the effects of AR contents on verb production by patients with brain damage including aphasia.</td>
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Speech-Language Pathology Sessions (updated as of 9/2/16)
### Session 1: The Effects of Gender Differences in Alzheimer’s Talk

**Presenter(s):** Jacqueline Guendouzi, Ashley Meaux  
**Abstract:** Gender differences in communication styles are well documented in the sociolinguistic literature. Data suggests women use linguistic tokens that reflect a focus on interpersonal relationships and cooperativity. This study investigates whether such gender differences enable women with dementia to better manage their conversations and mask the extent of their cognitive decline.

---

### Session 2: Auditory Brainstem Encoding of Stop Consonants in Infants & Pace of Later Language Development

**Presenter(s):** Rachel Rosner, Nan Bernstein Ratner, Samira Anderson  
**Abstract:** Auditory brainstem responses to stop consonants in 41 infants between 3⁻12 months were examined as possible predictors of later language development. The infants’ language development was assessed at 18 months of age. Infants with more periodic responses showed better language at 18 months of age than infants with less periodicity.

---

### Session 3: Code Switching Between Tagalog & English Languages in Children Younger Than Five Years

**Presenter(s):** Marie Odejar, Anthony Koutsoftas, Joycelyn Marzan  
**Abstract:** This research collaboration between Seton Hall University and the University of the Philippines, Manila, utilizes longitudinally collected language samples of six young children reared in Filipino-English speaking environments within the Philippines. The purpose of this study is to describe normal bilingual language developmental with a focus on code-switching.

---

### Session 4: Effects of Social & Non-Social Circumstances on Canonical Babbling Ratios in English & Chinese-Learning Infants

**Presenter(s):** Chia-Cheng Lee, Helen Long, Yuna Jhang, Hyunjoo Yoo, Li-mei Chen, D. Kimbrough Oller  
**Abstract:** This study observed canonical babbling ratios (#CB/#all syllables) across social and non-social circumstances at home (with parent vocal interaction, while overhearing adult-to-adult talk, while alone) in typically-developing English-and Chinese-learning infants at 6 and 11 months.

---

### Session 5: Evaluation of a Dual-Generation Intervention on Language Processing in Preschoolers From Lower Socioeconomic Status Backgrounds

**Presenter(s):** Gabriella Gilfoy, Eric Pakulak, Yoshiko Yamada, Helen Neville, Amanda Hampton Wray  
**Abstract:** A dual-generation intervention was developed to facilitate attention, emotion regulation and school readiness skills in preschoolers from lower-socioeconomic status backgrounds, resulting in enhanced IQ and neural processes for attention. This study will evaluate the effects of the program on the neural processes underlying language as indexed by event-related brain potentials.

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**Speech-Language Pathology Sessions (updated as of 9/2/16)**
2016 ASHA Convention Program Sessions

PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Frequency of Infant Gestures & Eye Contact During Caregiver-Infant Interactions Leads to Positive Language Outcomes
Presenter(s): Krista Voelmle, Shelby Snyder, Lindsey Shepley, Brenda Salley
Abstract: This project examines the frequency of infants’ (6 to 12-months-old) preverbal communicative behaviors (eye contact and gestures) in relation to later language outcomes. Results showed that more frequent infant preverbal behaviors between 6 and 12 months of age predicted better expressive and receptive language at 18 months of age.

Session Code: 8256
Date: Thursday, November 17, 2016
Location/Room: CC/Hall B
Session Format: Poster

PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Gesture Use in Young Children With Neurodevelopmental Disorders: A Systematic Review
Presenter(s): Stacy Manwaring, Melissa Delmonte, Ashley Stevens
Abstract: The purpose of this study is to systematically review the literature on the use of communicative gestures across young children with various neurodevelopmental disorders. Empirical evidence will be synthesized across groups of children, including discussion of clinical implications for early identification and intervention, differential diagnosis, and needs for additional research.

Session Code: 8257
Date: Thursday, November 17, 2016
Location/Room: CC/Hall B
Session Format: Poster

PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Identifying Late Talkers by Turkish Version of Language Development Survey (LDS)
Presenter(s): Seyhun Topbas, Arzu Yukselen, Sertan Ozdemir
Abstract: Expressive vocabulary skills of 18-35 old children will be assessed, using the Turkish adaptation of the Language Development Survey (LDS). We aimed to collect large-scale data based on both parental report and direct observation of the child. Children, initially identified as late talkers, will be followed up longitudinally.

Session Code: 8258
Date: Thursday, November 17, 2016
Location/Room: CC/Hall B
Session Format: Poster

PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Implicit Word Learning in Toddlers: A Relationship to Vocabulary
Presenter(s): Erica Ellis, Arielle Borovsky, Jeff Elman, Julia Evans
Abstract: This study examined whether implicit word-learning abilities predict current and later vocabulary abilities in toddlers at 18- and 24-months of age. Fifty-four toddlers participated in eye-tracked word-learning tasks and vocabulary questionnaires. Results suggest a relationship between implicit word-learning abilities at 18-months and later vocabulary scores.

Session Code: 8259
Date: Thursday, November 17, 2016
Location/Room: CC/Hall B
Session Format: Poster

PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Influences on Nonword Repetition Performance in Young Children
Presenter(s): Dana Arthur, Bernard Grela
Abstract: What cognitive and linguistic skills underlie nonword repetition performance? Despite the popularity of this task in both clinical and research settings, there is no clear consensus on the processes it measures. This project examined the relationships between phonological memory, vocabulary, speech perception, and nonword repetition performance in kindergarten aged children.

Session Code: 8261
Date: Thursday, November 17, 2016
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<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Naturalistic Sampling &amp; Narrative Retells: Language Sampling Context Comparisons for Preschool Children</td>
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<td>Presenter(s): Allyssa Appleget, Carla Wood</td>
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<td>Abstract: This study aims to examine the differences in expressive language in preschool children (n=50) across contexts. Children’s NDW, MLU and verb use was compared between two LSA: a narrative retell task and a naturalistic language sample. Correlations are reported between LSA and standardized measures of expressive language.</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Preschooler’s Responses to Inferential &amp; Metacognitive Questions About Character’s Emotions in Picture Books</td>
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<td>Presenter(s): Luanne Andersson</td>
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<td>Abstract: During interactive reading using three picture books, 15 typically developing preschool children were asked to (1) describe how a character was feeling and then (2) tell how they determined the character’s emotional state. Children were better able to infer how a character felt than to answer questions requiring metacognition.</td>
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<td>Level/Type: Introductory/Research Submission</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Time Analysis of Language Sampling</td>
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<tr>
<td>Presenter(s): Sara Manzon, Victoria Giacalone, Valerie Johnson</td>
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<td>Abstract: It has been well-documented that language sample analysis (LSA) should be part of a language evaluation. Many SLPs do not include LSA as part of their assessment protocol, oftentimes citing time constraints. The purpose of this study is to compare the transcription and analysis time of two LSA methods.</td>
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<td>Level/Type: Introductory/Research Submission</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: Arkansas State University/Brookland Public Schools Barton Reading &amp; Spelling System Efficacy Study</td>
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<td>Presenter(s): April Morgan, Mike McDaniel</td>
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<td>Abstract: This investigation examined the efficacy of an after school tutoring program utilizing the Barton Reading &amp; Spelling System® with students who had dyslexia or other identified reading difficulties. Potential changes in students’ literacy skills were measured by progression through the BRSS in conjunction with scores on standardized literacy tests.</td>
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<td>Level/Type: Introductory/Research Submission</td>
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</table>
Topic Area: Literacy Assessment and Intervention (SLP)
Title: Convergent Validity of Standardized & Artifact-Derived Spelling Measures in Adolescents From Across RtI Tiers
Presenter(s): Gerard Poll
Abstract: Assessing spelling from writing artifacts has been questioned because poor spellers may avoid difficult words. Artifact measures, however, are ecologically valid. We assessed the relationships between standardized and artifact spelling measures and found that they strongly correlated both with each other and to nonword reading measures.

Session Code: 8267  Date: Thursday, November 17, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Intermediate/Research Submission

Topic Area: Literacy Assessment and Intervention (SLP)
Title: Dynamic Assessment of First Grade Bilingual Somali/English Learners Decoding & Narrative Comprehension
Presenter(s): Janet Tilstra, Ellen Liebe, Caroline Koziol, Sari Rosenfield, Megan Favorite
Abstract: Somali-English Learners completed dynamic assessment of decoding and narrative retell. Students performed a task, were taught the task, then completed the task again. Scoring was based on skill levels and teaching effort. Results examined whether dynamic assessment scores provided additional information about student learning beyond standardized reading scores.

Session Code: 8268  Date: Thursday, November 17, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Intermediate/Research Submission

Topic Area: Literacy Assessment and Intervention (SLP)
Title: Longitudinal Examination of Kindergarten Reading Based on Performance on the Individual Growth & Development Indicators
Presenter(s): Lillian Duran, Alisha Wackerle-Hollman
Abstract: This presentation will describe characteristics of preschool children that were identified as candidates for Tier 1, Tier M, or Tier2/3 instruction based on screening scores from four English and Spanish Individual Growth and Development Indicators (IGDIs). Longitudinal examination of their performance on measures of Kindergarten reading will also be explored.

Session Code: 8269  Date: Thursday, November 17, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Introductory/Professional Education

Topic Area: Literacy Assessment and Intervention (SLP)
Title: Predicting Reading Comprehension Abilities
Presenter(s): Taylor Struble, Matthew Carter, Crystal Randolph, Gina Doepker
Abstract: Reading comprehension is a multi-layered and multi-faceted process which is reliant upon the coordination of both higher and lower order processes. The assessment of reading comprehension is therefore quite difficult due to its complexity. This study sought to further identify the component processes which are most related to overall comprehension.

Session Code: 8270  Date: Thursday, November 17, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Intermediate/Research Submission

Topic Area: Motor Speech Disorders (SLP)
Title: Change in Lip vs. Tongue Strength Over Six Months in ALS: Speech & Nonspeech Tasks
Presenter(s): Jeff Searl, Stephanie Knollhoff
Abstract: Bilabial and lingualveolar contact pressures during speech and nonspeech tasks were measured for 13 ALS and 12 non-ALS participants at three intervals over 6 months. Controls had consistent pressures over time while pressure declines were more precipitous for the tongue than the lips for the ALS participants.
Title: Gestures Produced by Young Children With & Without Childhood Apraxia of Speech  
Presenter(s): Heather Leavy Rusiewicz, Elizabeth Foley, Hannah Bauer, Alexandria McLeod, Meghan McKenna, Leah Shaheen  
Abstract: The purpose of this study was to examine the types and frequency of gestures produced by children with childhood apraxia of speech compared to their peers during picture narration and spontaneous speech tasks. The impact of gestures on children's comprehensibility will also be explored.

Session Code: 8272  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Prosodic Modulation in Children With Childhood Apraxia of Speech & Specific Language Impairment  
Presenter(s): Janet Vuolo, Lisa Goffman  
Abstract: Inappropriate prosody is considered a primary feature of childhood apraxia of speech (CAS), but children with specific language impairment (SLI) also exhibit prosodic deficits relative to typically developing peers. We compare prosodic modulation in children with CAS, SLI, and SSD using speech kinematics. Supported by NIH/NIDCD F31DC015176 and R01DC004826.

Session Code: 8273  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Retrospective Analysis of Communication & Motor Abilities in 213 Children With Childhood Apraxia of Speech  
Presenter(s): Jenya Iuzzini-Seigel, Amy Delaney, Raymond Kent  
Abstract: This retrospective analysis reports the speech, language, and generalized motor characteristics of 213 children diagnosed with CAS. Groups of children with CAS only and those with CAS and a concomitant diagnosis (e.g., autism) are compared. Findings provide further evidence of the complex constellation of symptoms evident in this population.

Session Code: 8274  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Using Inspiratory Trainers to Improve Speech Production in Persons With Multiple Sclerosis: Three Case Studies  
Presenter(s): Lori Kostich  
Abstract: Persons with Multiple Sclerosis present with deficits in speech production such as monotone production, mumbling, becoming breathless when speaking and quiet volume at all stages of the disease progression. Three case studies involving the use of Inspiratory Muscle Trainers are presented, examining characteristics of pre and post treatment speech samples.

Session Code: 8275  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Bilingual Benefit as Measured via Auditory & Phonological Memory in Aging Bilingual Individuals  
Session Code: 8276  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Speech and Language Science (SLP)  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster
### Session Code: 8277
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Effects of Aging on Speech Motor Control During Dual Task Performance  
**Presenter(s):** Lindsay Riekers, Supraja Anand  
**Abstract:** Age-related deteriorations in speech motor control are often amplified when tasks require divided attention. The current study quantifies/characterizes these deteriorations by combining speech with cognitive and linguistic secondary tasks. Such foundational research may help early detection of subtle speech deficits associated with neurodegenerative diseases such as Parkinson’s disease.

### Session Code: 8279
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Reassessing the Role of Working Memory in Children’s Sentence Comprehension  
**Presenter(s):** Yazmin Ahmad Rusli, James Montgomery  
**Abstract:** This study examined the relation between children’s verbal and nonverbal working memory and complex sentence comprehension. Fifty-five children (9-11 years) completed verbal and nonverbal memory tasks and a sentence comprehension task. General linear modeling showed that the verbal memory tasks predicted sentence comprehension but only nonverbal STM predicted comprehension.

### Session Code: 8280
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Word Retrieval by Verbal Fluency Tasks for Young & Old People: fNIR Study  
**Presenter(s):** In-Sop Kim, Kylee Wagenecht, Rachel Johnson, Ok-Bun Lee, Euna Paik, Monika Szwab  
**Abstract:** The purpose of this study was to investigate oxygenated hemoglobin concentration changes related to verbal fluency tasks for both young and elderly Korean populations. There was a consistent fNIR brain activation (oxygenation) pattern, which is higher oxygenated hemoglobin levels in young participants than elderly participants for left or right hemisphere.
2016 ASHA Convention Program Sessions

**Topic Area:** Speech Sound Disorders in Children (SLP)

**Title:** Comparing Parent & Teacher Perceptions of Social & Behavior Skills of Children With SSD

**Presenter(s):** Ashley Meszaros, Megan Overby

**Abstract:** The Social Skills Improvement System was used to compare parent and teacher perceptions of the social skills of children with SSD. Measures examined included overall social and behavioral skill as well as externalizing behavior and hyperactivity/inattention.

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**Session Code:** 8282  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Location/Room:** CC/Hall B  
**Date:** Thursday, November 17, 2016  
**Session Format:** Poster

**Topic Area:** Speech Sound Disorders in Children (SLP)

**Title:** Selecting Complex Consonant Cluster Targets: Are Certain Sound Combinations More Efficacious Than Others?

**Presenter(s):** Kelly Vess, Rachel Burgess, Emily Corless, Tara Discenna

**Abstract:** Twenty preschoolers with articulation impairment participated in five, once weekly, 45-minute therapy sessions. Articulation improvements across four groups are presented based on treatment targets: THR-blends, G-Blends, 2-element S-Blends, or 3-element S-blends. Baseline and post-intervention standardized articulation testing data indicated variation in gains of targeted and non-targeted sounds across treatment groups.

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**Session Code:** 8283  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** CC/Hall B  
**Date:** Thursday, November 17, 2016  
**Session Format:** Poster

**Topic Area:** Swallowing and Swallowing Disorders (SLP)

**Title:** A Case Study of Fixed Epiglottis & Dysphagia Associated With Bilateral GPi DBS

**Presenter(s):** Meredith Pauly, Tiffany Hogan

**Abstract:** We describe the case of a patient with cervical dystonia who demonstrated DBS-associated dysphagia. This case explores the multi-disciplinary management of patients with DBS, correlating clinical symptoms to instrumental findings, and use of deep brain stimulation off-time as a dysphagia management strategy.

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**Session Code:** 8284  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Location/Room:** CC/Hall B  
**Date:** Thursday, November 17, 2016  
**Session Format:** Poster

**Topic Area:** Swallowing and Swallowing Disorders (SLP)

**Title:** Comparison of Muscle Activation in Two Rehabilitative Dysphagia Exercises Targeting Muscles Related to Hyolaryngeal Excursion

**Presenter(s):** Melissa Quick, Naomi Gurevich

**Abstract:** Two rehabilitative exercises targeting increased hyolaryngeal excursion are compared using surface EMG to measure muscle activation. The easier to perform chin tuck against resistance (CTAR) is shown to result in similar activation as the head-lift ("Shaker"), a widely supported exercise, but difficult to perform by elderly populations.

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**Session Code:** 8285  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** CC/Hall B  
**Date:** Thursday, November 17, 2016  
**Session Format:** Poster

**Topic Area:** Swallowing and Swallowing Disorders (SLP)

**Title:** Electrical Stimulation Therapy for Dysphagia: A Follow-Up Survey of the U.S. Dysphagia Practitioners

**Presenter(s):** Ali Barikroo, Giselle Carnaby, Michael Crary

**Abstract:** A web-based survey was used to compare current practice patterns, clinical outcomes, and professional attitudes of dysphagia practitioners regarding e-stim therapy with similar data obtained in 2005. The results suggested ongoing changes in different aspects of practice patterns, clinical outcomes, and professional attitudes associated with e-stim therapy among dysphagia practitioners.

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**Session Code:** 8286  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Location/Room:** CC/Hall B  
**Date:** Thursday, November 17, 2016  
**Session Format:** Poster

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<p>| Session Code | Date                        | PDH(s) | Level/Type                | Location/Room   | Topic Area                                      | Title                                                                 | Presenter(s)                                                                 | Abstract                                                                                                                                                                                                 |
|--------------|-----------------------------|--------|---------------------------|-----------------|------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8287         | Thursday, November 17, 2016 | 15 Mins| Advanced/Professional Education | CC/Hall B       | Swallowing and Swallowing Disorders (SLP)   | One Bite at a Time: An Intensive Food Chaining Program             | Lauren Zemaitis, Nicole Helfrich                                         | This session will focus on the basic principles of Food Chaining and the Division of Responsibility and the implementation of our intensive food chaining program. Specific techniques will be included as well as an overview of assessment strategies. The focus of the session will be on the pediatric-school age population. |
| 8288         | Thursday, November 17, 2016 | 15 Mins| Advanced/Professional Education | CC/Hall B       | Swallowing and Swallowing Disorders (SLP)   | Randomized Clinical Trial of Two Therapy Programs for Dysphagia in Treated Head &amp; Neck Cancer | Barbara Pauloski, Alfred Rademaker, Donna Lundy, Michelle Bernstein, Daphne Santa, Angela Campanelli | Seventy-three subjects treated for head and neck cancer were randomized to either range of motion therapy or postural sensory therapy. There were no significant differences between the treatment groups in the amount and types of foods eaten. Both swallowing therapy programs improved some aspects of oropharyngeal swallow physiology. |
| 8289         | Thursday, November 17, 2016 | 15 Mins| Introductory/Research Submission | CC/Hall B       | Voice and Alaryngeal Communication (SLP)   | Communication Barriers &amp; Adaptations Made by Laryngectomies Using Different Modes of Alaryngeal Communication | Samadhi Gunathilaka, Samanthi Kalupahana                                 | Even though the survival rates of the laryngectomies are high after performing the primary surgery laryngectomies face functional difficulties due to the removal of the larynx. Activity limitations and participation restrictions are encountered as they have limited their ordinary activities due to the difficulties in communication and negative adaptations. |
| 8290         | Thursday, November 17, 2016 | 15 Mins| Introductory/Research Submission | CC/Hall B       | Voice and Alaryngeal Communication (SLP)   | The Effects of Conversational Priming on the Use of Vocal Fry in College-Age Female Students | Ashley Rolf, Sharyl Samargia                                             | Vocal fry usage was examined in college-aged female students.                                                                                                                                  |
| 8291         | Thursday, November 17, 2016 | 15 Mins| Intermediate/Research Submission | CC/Hall B       | Voice and Alaryngeal Communication (SLP)   | Speech-Language Pathology Sessions (updated as of 9/2/16) (SLP)     |                                                                                                                        |                                                                                                                                         |</p>
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<th>Session Code: 8292</th>
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<tr>
<td>Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title:</td>
<td>The Use of Video Modeling for Home Practice of Voice Exercises</td>
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<tr>
<td>Presenter(s):</td>
<td>Marisa Policicchio, Katie Duffy, Victoria Xidas, Renee Gottliebson, Barbara Weinrich, Susan Baker Brehm</td>
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<tr>
<td>Abstract:</td>
<td>This presentation explores the effect of video modeling on adherence to voice therapy, self-efficacy of performance, and vocal outcomes of individuals learning Vocal Function Exercises. This study examined the effect of using a video model during home practice of vocal exercises versus standard instruction in healthy participants.</td>
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<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<td>Title:</td>
<td>Voluntary Cough Airflow Dynamics &amp; True Vocal Fold Kinematics in Reduced True Vocal Fold Mobility</td>
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<td>Presenter(s):</td>
<td>Helena Laciuga, Neil Chheda, Michelle Troche, Christine Sapienza, Donald Bolser, Karen Hegland</td>
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<td>Abstract:</td>
<td>The primary goal of this study was to determine the effects of glottal insufficiency on voluntary cough in individuals with reduced mobility of one true vocal fold. The study results showed significant effects of glottal insufficiency on cough airflow parameters and true vocal fold abduction and adduction angles during cough.</td>
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<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title:</td>
<td>&quot;A Picture's Worth a Thousand Words.&quot; An AAC Intervention for Children With Complex Communication Needs</td>
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<td>Presenter(s):</td>
<td>Jamie Boster, John McCarthy</td>
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<td>Abstract:</td>
<td>A photography intervention to increase communication and social participation skills for children with complex communication needs in interactions with same-age peers was designed, implemented, and evaluated. The study utilized a single subject design to examine increases in communicative interactions and joint storytelling between a child with CCN and two peers.</td>
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<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<td>Title:</td>
<td>AAC 101: Using Early Language Development to Guide AAC Intervention</td>
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<td>Presenter(s):</td>
<td>Deborah Witkowski, Darlette Navrotski, Kara Bidstrup</td>
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<tr>
<td>Abstract:</td>
<td>This presentation briefly reviews the definitions of speech, language, and communication as well as typical language development from birth to five. It then discusses how knowledge of typical development of vocabulary, morphology, syntax, and pragmatics can be applied to augmentative/alternative communication. Practical examples and materials will be used throughout.</td>
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<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<td>Title:</td>
<td>American Sign Language (ASL) for Pediatric SLPs</td>
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<td>Presenter(s):</td>
<td>Jasmine Marie Urquhart, Brittany Patten</td>
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<tr>
<td>Abstract:</td>
<td>American Sign Language (ASL) is a complex language, requiring thoughtful consideration when teaching and simplifying signs in treatment for children. SLPs will be equipped with the tools for effective implementation when working with early language learners and minimally verbal children alike. Let’s explore ASL beyond: “More,” “All-done,” and “Help”!</td>
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</tbody>
</table>
### Title: Expanding & Customizing Spanish Core Vocabulary for Augmentative & Alternative Communication
**Presenter(s):** Amy Munekata, Bridget Carlile, Lisa Domby

**Abstract:** As the population of native Spanish-speaking families in the United States continues to increase, it is important that this community’s communication needs are met. We developed expanded Spanish Core Vocabulary boards for augmentative and alternative communication (AAC), and accompanying manuals for monolingual Spanish and bilingual Spanish and English use.

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<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Expanding &amp; Customizing Spanish Core Vocabulary for Augmentative &amp; Alternative Communication</td>
<td>Amy Munekata, Bridget Carlile, Lisa Domby</td>
<td>As the population of native Spanish-speaking families in the United States continues to increase, it is important that this community’s communication needs are met. We developed expanded Spanish Core Vocabulary boards for augmentative and alternative communication (AAC), and accompanying manuals for monolingual Spanish and bilingual Spanish and English use.</td>
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### Title: Lexical Activation During Spoken Word Recognition in Individuals With Cerebral Palsy & Severe Speech Impairment
**Presenter(s):** Iris Fishman, Richard Schwartz

**Abstract:** We examined semantic and phonological activation during spoken word recognition in individuals with cerebral palsy and severe speech impairment (n = 16; 22:9) using eye-tracking. There were significantly greater fixations on phonological competitors and marginally significant fixations on semantic relatives, suggesting limitations in the mental lexicon. Supported by NIDCD 5R01DC011041.

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### Title: Preliminary Investigation of Eye Gaze on Visual Scene Displays With a Navigation Menu
**Presenter(s):** Tara O’Neill, Krista Wilkinson, Janice Light, Emily Neumann

**Abstract:** It is critical to understand how individuals visually process AAC displays in order to optimize AAC design. We examined visual attention to visual scene displays and navigation menus by individuals with developmental disabilities. The goal is to help develop displays that minimize visual processing demands and maximize efficiency of use.

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<td>Thursday, November 17, 2016</td>
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### Title: Siblings Speak Out About Speech
**Presenter(s):** Marina Simons, Jane Wegner

**Abstract:** Siblings of individuals with disabilities were surveyed to examine the relationships between a person with a disability, that individual’s sibling who is developing typically and the individual’s SLP. The results indicate that siblings who are developing typically want to be included in his/her sibling’s speech and language services.

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### Title: The Baby Boomer & the App
**Presenter(s):** Margaret Wenberg, Elizabeth White

**Abstract:** To evaluate effectiveness of the LetMeTalk application on Smartphones as a communication aid in the Baby Boomer generation with communication difficulties due to neurological speech disorders (apraxia). Participants attending this session will gain knowledge in utilizing LetMeTalk, which can be implemented with clients experiencing oral communication difficulties across the lifespan.

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<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<td>Margaret Wenberg, Elizabeth White</td>
<td>To evaluate effectiveness of the LetMeTalk application on Smartphones as a communication aid in the Baby Boomer generation with communication difficulties due to neurological speech disorders (apraxia). Participants attending this session will gain knowledge in utilizing LetMeTalk, which can be implemented with clients experiencing oral communication difficulties across the lifespan.</td>
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<td>8302</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Vocabulary &amp; Repeated Shared Reading: Implications for AAC</td>
<td>Amy Wilde, Eric Sanders</td>
<td>Interactive shared reading is a powerful context for language intervention, and reading a storybook multiple times is particularly conducive to increasing children’s lexical and syntactic complexity. This study explores the vocabulary used by typical preschoolers over repeated shared readings to inform vocabulary selection for children who use AAC.</td>
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<td>8303</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td>Voice Banking Using the ModelTalker System: Graduate Students' Experiences of Creating a Synthetic Voice</td>
<td>Susan Jackson, Jaclyn Duff, Abby Foutch, Madalyn Roberts, Jenna Collins</td>
<td>Four graduate students in speech-language pathology used the ModelTalker System to create a synthetic voice by recording 200 sentences. Positive aspects of the experience and challenges will be discussed. All students successfully created a synthetic voice, but the quality of the voices varied. We will discuss factors affecting voice quality.</td>
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<td>8304</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Generalized Routine Word Learning in Preverbal Children With Autism Spectrum Disorder (ASD)</td>
<td>Sonya McLendon, Kathryn Gay, Robert Stillman</td>
<td>Strategies for enhancing early word learning in preverbal children with ASD include repetition of words in the context of familiar routines and presentation of target words using multiple exemplars. The same children were taught words using both strategies. The effectiveness of these strategies and individual differences are described.</td>
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<td>8305</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>iCan Answer Questions: Young Children With Autism &amp; the iPad</td>
<td>Karissa Marble-Flint, Kathy Strattman, Trisha Self, Anthony DiLollo, Julie Scherz, Marlene Schommer-Aikins</td>
<td>Shared storybook reading is changing since the advent of mobile devices in the technologically infiltrated 21st century. This study investigated differences among paper and iPad books/assessments. Books on screens can be advantageous for children with special needs, particularly children diagnosed with autism.</td>
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<td>8306</td>
<td>Autism Spectrum Disorders (SLP)</td>
<td>Parent Perceptions of Communication, Home Routines &amp; Intervention Goals for Children With Autism Spectrum Disorders</td>
<td>Emily Quinn, Ann Kaiser, Sonya Kapoor</td>
<td>Describing parent perceptions of communication, home routines, and language intervention is necessary to improve existing interventions for young minimally verbal children with ASD. Parent experiences are explored within the context of a larger randomized control trial of an intervention blending enhanced milieu teaching (EMT) with discrete trial training (DDT).</td>
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### Title: Pragmatic Language Abilities of Korean Children With High-Functioning Autism

**Presenter(s):** Young Tae Kim, Seungha Song, Soojung Lee, Somang Kim, Hyo-yoen Yoo  
**Abstract:** This study is to compare the pragmatic language ability between children with high-functioning autism (HFA) and with typical development (TD). Significant group differences are found in communication regulations and indirect expressions.

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<td><strong>Topic Area:</strong> Autism Spectrum Disorders (SLP)</td>
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### Title: Social Communication Profiles in School-Age Girls With High-Functioning ASD: Descriptive Information From the CCC-2

**Presenter(s):** Jenny Burton, Karalyn Marko, Nicole Phillips, Alexis Wolf, Karla Washington, Nancy Creaghead  
**Abstract:** Little is known regarding the social communication profile of girls with HF-ASD. We report performance on the Children’s Communication Checklist – 2nd Edition from a group of school-aged girls. Results were variable. Most, but not all girls, were identified with a profile of ASD. Implications for assessment are discussed.

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<td><strong>Topic Area:</strong> Craniofacial and Velopharyngeal Disorders (SLP)</td>
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### Title: Changes in the Velopharyngeal Anatomy & Physiology Following the Remediation of the Posterior Nasal Fricative

**Presenter(s):** Kazlin Mason, Eshan Pua, Jamie Perry  
**Abstract:** This study evaluates the use of a motor based therapy technique for the remediation of the posterior nasal fricative. Significant differences between pre- and post-therapeutic measures of velopharyngeal anatomy are hypothesized. Magnetic resonance imaging was utilized to visualize anatomical changes to the velopharyngeal mechanism. Results and clinical significance are discussed.

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<td><strong>Topic Area:</strong> Craniofacial and Velopharyngeal Disorders (SLP)</td>
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### Title: Production of Two Nasal Sounds by Speakers With Cleft Palate

**Presenter(s):** Timothy Bressmann, Bojana Radovanovic, Susan Harper, Paula Klaiman, David Fisher, Gajanan Kulkarni  
**Abstract:** Nasal sound errors in cleft palate were investigated perceptually and with ultrasound imaging. Speakers repeated syllables with the alveolar and velar nasals. Productions were evaluated by three listeners. The study demonstrated the wide variety of sound errors that some speakers with cleft palate may demonstrate for nasal sounds.

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<td><strong>Topic Area:</strong> Fluency (SLP)</td>
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### Title: Word Preparation & Production in Adults Who Do & Do Not Stutter

**Presenter(s):** Zoi Gkalitsiou, Zenzi Griffin, Courtney Byrd  
**Abstract:** Word preparation and production abilities were examined in adults who stutter via a dual picture-naming task. Participants named two objects next to each other without pausing between the two names. Results demonstrated less efficient preparation abilities in adults who stutter as the cognitive demands of the task increase.

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### Title: Brain Electrophysiological Correlates of Inhibitory Control in Lexical Retrieval in Adults Who Stutter...
**Presenter(s):** Wendy Olsen, Kathryn Turner, Madison Dyjak, Stefan Frisch, Nathan Maxfield  
**Abstract:** The aim of this study was to investigate top-down inhibition as it relates to lexical access using electrophysiological measures. This study utilized a Flanker task and picture naming to assess inhibition in adults who stutter. Neurological measures specifically examine N2 ERP effects, which are known to be associated with inhibition.

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<td>15 Mins</td>
<td>Introductory/Research Submission</td>
<td>Fluency (SLP)</td>
<td>Incorporating Mindfulness Exercises Into a Stuttering Treatment Program for an Adult Male Who Stutters</td>
<td>Wendy Olsen, Kathryn Turner, Madison Dyjak, Stefan Frisch, Nathan Maxfield</td>
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<tr>
<td>8314</td>
<td>TUE</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
<td>Fluency (SLP)</td>
<td>Perceptions of Stuttering of the Different Age Groups</td>
<td>Sergey Kondrashov, John Tetnowski</td>
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<tr>
<td>8315</td>
<td>TUE</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
<td>Fluency (SLP)</td>
<td>Perspectives of Stuttering Treatment: Parents, Teens &amp; Children</td>
<td>Heather Salvo, Carol Seery</td>
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</tbody>
</table>
### Title: Rural vs. Urban Attitudes Towards Stuttering & Persons Who Stutter

**Presenter(s):** Abby Totten, Robert Mayo, Kenneth St. Louis, Carolyn Mayo

**Abstract:** We compared the perceptions of 100 rural and urban adults towards persons who stutter (PWS) using the POSHA-S. Urban adults showed higher overall scores suggesting a trend towards more positive opinions about PWS. Rural adults were more likely to reject the opinion that PWS are to blame for their stuttering.

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### Title: Situational Self-Efficacy & Change Readiness in Adolescents Who Stutter

**Presenter(s):** Naomi Hertsberg, Patricia Zebrowski

**Abstract:** We examined the degree of situational self-efficacy among 200+ adolescents who stutter in order to understand their readiness to manage their stuttering. We frame these findings through the lens of boosting compliance and preventing relapse among adolescents in stuttering therapy.

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### Title: Speech-Related Attitude of Slovenian Preschool Children Who Do & Do Not Stutter

**Presenter(s):** Jerneja Novšak Brce, Martine Vanryckeghem

**Abstract:** Speech-related attitude plays an important role in stuttering, even among preschool children. By means of administration of the KiddyCAT to a sample of CWS and CWNS, it was observed that CWS scored statistically significantly higher compared to CWNS. Gender did not influence the test scores. Internal reliability was made evident.

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### Title: The Effects of Providing Biological & Behavioral Explanations for Stuttering on Public Stigma

**Presenter(s):** Michael Boyle, Madeline Strange, Hope Plum

**Abstract:** This presentation reports findings from an experimental study aimed at testing how various causal attributions for stuttering affect public stigma (blame, anger, stereotypes, social distance) toward a hypothetical adult who stutters. Participants were 165 university students who were randomly assigned to read about a particular cause of stuttering.

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### Title: When the Object Is Sentence Assembly, PWS & Fluent Peers May Differ in Task Difficulty

**Presenter(s):** Courtney Luckman, Ho Ming Chow, Nan Bernstein Ratner

**Abstract:** We examined accuracy of adults who stutter (AWS) and typically-fluent controls (AWNS) during timed sentence construction tasks. AWS were unexpectedly equally accurate on sentence construction for both subject and object clause targets, potentially due to perseveration or priming effects. Ramifications and future directions are discussed.

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<td>Topic Area:</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
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</table>
Title: An Analysis of CELF-4 Administration & Scoring Errors Made by Undergraduate Research Assistants in Multidisciplinary Research  
Presenter(s): Jacob Feldman, Tiffany Woynaroski  
Abstract: Norm-referenced language assessments (e.g., CELF-4; Semel, Wiig, & Secord, 2003) are often used in research, though SLPs are not always employed to administer and score them. The implications of having research assistants administer and score the CELF-4, including the impact on scores and amount of useable data, will be discussed.

Session Code: 8323  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Direct Object Pronoun Sentence Comprehension in Children With/Without Specific Language Impairment  
Presenter(s): Dolors Girbau  
Abstract: Spanish-speaking children with SLI (8;3-10;11), who performed a cross-modal task, showed poorer comprehension of auditory direct object pronoun sentences, and they were slower in the animacy decisions about pictures, than typical children (8;7-10;8). This poor pronoun sentence understanding correlated with poor phonological working memory, expressive vocabulary, and oral sentence completion.

Session Code: 8324  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Dyslexia & Infographics in the Age of the Common Core: What Research Tells Us  
Presenter(s): Rebecca Wiseheart, Sunjung Kim  
Abstract: Infographics are becoming more prevalent in the classroom. Despite the popular notion that students with dyslexia are visually talented, studies show that they struggle to use graphics. This session focuses on how students with dyslexia process infographics and discusses the clinician’s role in literacy instruction in the multimedia age.

Session Code: 8325  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Evidence & Practical Applications for Most-To-Least Cuing During the Initial Phases of Speech-Language Intervention Programs  
Presenter(s): Alyson Eith  
Abstract: Participants will learn how most-to-least cuing (i.e., errorless learning) can be an effective treatment strategy; how to directly apply most-to-least cuing; and the evidence base for why removing stress can positively influence learning. Participants will have the opportunity to discuss how most-to-least cuing can be used in their practice.

Session Code: 8326  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Impact of ADHD & Executive Function Skill Development on Learning & Behavior  
Presenter(s): Cindy Goldrich  
Abstract: This training provides best practices, skills, strategies and techniques to remediate and support students with ADHD and Executive Function weaknesses. Learn to design subtle changes to improve attention, time management, working memory, motivation and emotional regulation to benefit all children, not only those with ADHD. Reduce disruptive behaviors, stress, anxiety.
### 2016 ASHA Convention Program Sessions

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Journaling: An Authentic Communication Context Targeting Academic & Social Language

**Presenter(s):** Lee Robinson, Ann Dorais, Lori Johnson, Kerstine Hart, Julie Schow

**Abstract:** Post session journaling is an authentic communication context allowing clinicians to target multiple treatment goals simultaneously. Journals have the advantage of a slower pace, creating time to model, edit, rethink, reflect, etc. Participants will learn the benefits of journals and receive practical steps to use with many disorder types.

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<tr>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title:</td>
<td>Modification of a Seventh Grade Science Curriculum Unit for Students With Learning Differences (SLDs)</td>
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<tr>
<td>Presenter(s):</td>
<td>Crystal Randolph, Regina Suriel</td>
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<tr>
<td>Abstract:</td>
<td>Students with learning differences (SLDs; e.g., ELLs, speech-language impaired, mild cognitive deficits) often have difficulty accessing the curricula of core academic subjects. This study implemented interprofessional collaboration to modify a 7th grade ecology unit. This session will discuss the results of the implementation of the modified science curriculum unit with SLDs.</td>
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<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title:</td>
<td>Relative Clause Sentence Comprehension by Japanese-Speaking Children With SLI &amp; Children With TLD</td>
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<td>Presenter(s):</td>
<td>Miho Sasaki, Richard Schwartz, Masaki Hisano, Makihiko Suzuki</td>
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<tr>
<td>Abstract:</td>
<td>Japanese-speaking children with SLI (n = 16) showed relatively comparable comprehension of complex sentences including relative clauses with TLD (n = 52) peers, when the language and memory tests' scores were covaried. The TLD children had more difficulties in OR than SR sentences, but the children with SLI did not.</td>
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<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title:</td>
<td>Serving Children With Hearing Loss in General Education Classrooms</td>
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<td>Presenter(s):</td>
<td>Elizabeth Martinez, Deborah Wilson, Carol Westby</td>
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<td>Abstract:</td>
<td>This poster describes the types of social and academic difficulties that students who are deaf or hard-of-hearing experience in general education classrooms and presents a framework for a multidimensional support system for students with hearing impairments who are enrolled in general education classes.</td>
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<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title:</td>
<td>Speech-Language Intervention &amp; the Arts: A Successful Collaboration</td>
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<td>Presenter(s):</td>
<td>Ellayne Ganzfried, Kathleen Howland</td>
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<tr>
<td>Abstract:</td>
<td>SLP services across the lifespan benefit from the enriching milieu of arts programming. These programming activities provide extraordinary opportunities for executive function and speech-language skill habilitation/rehabilitation. Specific interventions demonstrating these techniques with school-aged children and adults with aphasia will be provided. Outcomes and benefits of programs will be discussed.</td>
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</table>
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Stroke Rehabilitation for English-Language Learners  
**Presenter(s):** Nicole Dobranski  
**Abstract:** Assessing speech and language abilities of English language learners post stroke poses great difficulty for speech language pathologists. Bilingual aphasia has recently been the focus of many clinical studies, however findings have varied. Understanding recent literature and recovery patterns of bilingual speakers post stroke is imperative for proper treatment planning.

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**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Syntactic Complexity in Conversations & Narratives  
**Presenter(s):** Jamie Mahurin-Smith, Cynthia Johnson, Laura DeThorne  
**Abstract:** Using transcripts from the Western Reserve Reading Project, we analyzed language samples from 2 groups of 52 school-aged children, matched for age, sex, race, and parental education. The purpose of the study was to compare morphosyntactic complexity across conversations and narratives.

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**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** The Language of Stories  
**Presenter(s):** Amanda Wildman, Amy Moon, Brittany Horvath  
**Abstract:** “The Language of Stories” is a program developed to target oral narrative production for school age children ages 7-10. It helps children develop a foundation for cohesive and organized narrative production by targeting story grammar elements. Successful intervention of this program fosters reading comprehension, literacy skills, and peer interactions.

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**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Use of Video Modeling to Teach Relevant Responses for a Six-Year-Old With Multidisabilities  
**Presenter(s):** Anne Wallace, Michelle O'Brien, Nicole Martin  
**Abstract:** An intervention program incorporating video modeling and hands-on activities for a 6 year old with multiple disabilities will be described. Articulation, language, and listening goals will be outlined and progress described. Challenges and successes from the graduate students’ experience in this intervention will be highlighted.

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**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** An Intensive Comprehensive Aphasia Program (ICAP) With an Individualized Treatment Approach: Positive Evidence From Discourse Outcomes  
**Presenter(s):** Elizabeth Galletta, Jungna Kim  
**Abstract:** Service providers have begun to establish Intensive Comprehensive Aphasia Programs (ICAPs) in an effort to improve patient outcomes post-stroke. This study employed multiple baselines and post-tests, and revealed that an ICAP was an effective treatment method for two individuals with mild aphasia in the areas of naming and sentence production.

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### Topic Area: Language Disorders in Adults (SLP)

#### Title: Building Innovative, Community-Based Aphasia Programs: “We’re All in This Together”

**Presenter(s):** Ellen Hickey, Judy Arbique, Anne Rendell

**Abstract:** The Nova Scotia Aphasia Association was founded by a person with aphasia and her partner due to lack of services and socialization for people with aphasia. The organization offers 3 innovative community-based programs, with support of SLP student volunteers. Programs and mutual benefits of an academic partnership will be discussed.

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<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Dementia Myth Busters for the SLP.... Evidence-Based Treatments That Really Work!</td>
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<td>Presenter(s): Amber Heape</td>
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**Abstract:** Misconceptions continue to exist around the practice of therapy for patients with dementia. This session will target the most current evidence-based treatments for use with older adults, along with functional therapy ideas within an EBP framework. Skilled service documentation examples for each activity will be reviewed.

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<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Effects of a Social Media Training Program on Cognition &amp; Self-Efficacy in Normally Aging Individuals</td>
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<tr>
<td>Presenter(s): Jennine Harvey, Caleb Carr, Colin Guibault</td>
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**Abstract:** This pilot study investigates the effects of a social media training program on cognitive function and self-efficacy in normally aging individuals. Results will be discussed in the context of how a multi-component social media training program may best be implemented across normally aging individuals.

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<th>Session Code: 8340</th>
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<td>PDH(s): 15 Mins</td>
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<tr>
<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Gist &amp; Coherence During Picture Description in Persons With Mild Aphasia</td>
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<tr>
<td>Presenter(s): Holly Stewart, Gabriela Quevedo-Levesque, Sarah Dalton, Jessica Richardson</td>
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**Abstract:** The relationship between how well persons with mild aphasia are able to convey main concepts in narratives and narrative coherence is understudied. We utilized main concept and coherence analyses to characterize picture description narratives of persons with mild aphasia and controls to determine differences between groups and relationships between variables.

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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Group External Memory Aid Treatment for Mild Cognitive Impairment</td>
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<tr>
<td>Presenter(s): Alyssa Lanzi, Sarah Wallace, Caterina Staltari</td>
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**Abstract:** The researchers examined the effects of group external memory aid (EMA) treatment for individuals with mild cognitive impairment on cognitive abilities, functional EMA use, and maintenance of skills. Participants demonstrated increased or maintained cognitive abilities and functional EMA use. Clinical and research implications will be discussed.

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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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</table>
### Title: Improving Cognitive Function Through Speech-Language Intervention in Persons With Brain Tumors & Cancer Diagnoses

**Presenter(s):** Jessica Stoffel, Patricia Remshifski

**Abstract:** The purpose of this review is to explain the devastating effects of brain cancer and cancer treatment to the central nervous system. Resulting neurocognitive dysfunction impacts the QOL and participation in ADLs for brain cancer populations. The need for SLP rehabilitation to improve cognitive function is presented.

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**Session Code:** 8343  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

### Title: Outcomes Within the ICF at a Community Aphasia Center: An Update

**Presenter(s):** Darlene Williamson, Melissa Richman, Suzanne Redmond, Amy Georgeadis

**Abstract:** This poster will update previous findings from a study conducted in 2007 using the International Classification of Functioning, Disability and Health as a measure of documenting outcomes in a community-based setting that uses the Life Participation Approach to Aphasia framework. This project will update the outcomes we consider most significant.

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**Session Code:** 8344  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

### Title: Phonological Vocabulary Learning in Older Adults: Do Phonological Short-Term Memory Abilities Play a Role?

**Presenter(s):** Hannah LaCasse, Lydia Anderson, Naomi Hashimoto

**Abstract:** The purpose of this study is to examine the relationship between phonological short term memory, working memory, and phonological vocabulary learning in young and older neurologically intact adults. Phonological cues are also provided during learning to determine if the cues aid in phonological learning.

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**Session Code:** 8345  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

### Title: Students’ Knowledge & Attitudes Toward Working With Older Adults & Chronic Disease

**Presenter(s):** Danielle McGloster, Migmar Loftiss, Linda Sealey

**Abstract:** This pilot study assesses changes among kinesiology and speech-language pathology graduate students’ self-perception of their knowledge and attitudes toward older adults and chronic disease. The students completed two pre- and post-study surveys: the Palmore Facts on Aging Quiz 1 – Revised (FAQ1) and the Maxwell-Sullivan Attitude Scale-Revised (MSAS-R).

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**Session Code:** 8346  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

### Title: The Efficacy of a Cognitive Communication Program in an Inner City Community Center

**Presenter(s):** Terrie Gibson, Tina Smith

**Abstract:** The efficacy of a cognitive communication program in an inner city community center is investigated. Sixteen minority adults, ages 61-80, participated in a 6-session cognitive communication program with three components: computerized tasks, paper tasks and educational tasks. Group and individual treatment gains were noted in word fluency and word retrieval.

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**Session Code:** 8347  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Date:** Thursday, November 17, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster
### Understanding the Role Cognition Plays in Physical Performance

**Presenter(s):** Susan Ross, Malerie Mason  
**Abstract:** This course is designed to familiarize learners with approaches to determine the cognitive functioning level of adult patients, to assist learners in understanding the implications of these findings on physical performance, and to teach learners how to present these findings to an interdisciplinary team to promote optimal rehab outcomes.

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<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Introductory/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Using LPAA Principles to Build an Aphasia Center</td>
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<td>8350</td>
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<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Intermediate/Professional Education</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>A New Task to Examine Statistical Learning in Preschoolers</td>
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2016 ASHA Convention Program Sessions

**Presenter(s):** Chorong Oh, Leonard LaPointe, Julie Stierwalt, Charles Maitland  
**Abstract:** 170 young, older healthy adults and persons with Parkinson disease were measured under conditions of simultaneous walking and talking during baseline, low and high cognitive-linguistic loads. Significant differences were found across conditions. Implications for brain-based disorders and the prevention of injurious falls were drawn from this aggregate of subjects.

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Speech-Language Pathology Sessions (updated as of 9/2/16)  
Page 203
**Presenter(s):** Xigrid Soto, Yagmur Seven, Howard Goldstein  
**Abstract:** This study investigated the effects of a home-extension vocabulary program that uses a child-directed recruitment strategy to promote word learning. Six at-risk preschoolers and their caregivers participated in this study. Preliminary findings suggest that child-directed home activities result in increased word learning by encouraging parents to reinforce classroom instruction.

**Session Code:** 8353  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Coaching Teachers to Use Naturalistic Language Strategies With Infants & Toddlers in High-Poverty Settings  
**Presenter(s):** Mollie Romano, Juliann Woods  
**Abstract:** This study uses a single case design to examine the effects of a collaborative coaching approach on teacher implementation of naturalistic communication strategies. The coaching approach took place in everyday classroom routines with three teachers and three toddlers with significant communication delays. Results for teachers and children will be reported.

**Session Code:** 8354  
**PDH(s):** 15 Mins  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Joint Attention Intervention With Assisting Parent Mediated Techniques  
**Presenter(s):** Bonnie Berg, Rebecca Schulz, Hsinhuei Chiou, Megan Mahowald  
**Abstract:** The purpose of this research was to determine whether Joint Attention Intervention (JAI) would change the use of joint attention (JA) by a three-year-old suspected of having Autism Spectrum Disorder (ASD). The parent and child’s caregiver were trained in JAI and implemented the intervention daily in the home environment.

**Session Code:** 8355  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Measuring Explicit Word Learning in Preschool Children  
**Presenter(s):** Elizabeth Kelley  
**Abstract:** This study examined preschoolers’ word learning using a new measure of explicit word learning that incorporates elements of explicit vocabulary instruction and dynamic assessment and was designed to be feasible clinical use. Findings suggest that the measure has the potential to identify children who are poor word learners.

**Session Code:** 8356  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Multiple Language Acquisition & Deafness  
**Presenter(s):** Allison Baggiano  
**Abstract:** Research explored the language development of a deaf child with a cochlear implant exposed to three languages through Cued Speech/Auditory-Verbal Language Approach. Research questions were answered using: LENA system, SALT software, parent interview. Results indicate the participant was exposed to languages using strategies in a language-rich environment with little noise.

**Session Code:** 8357  
**PDH(s):** 15 Mins  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Sensitivity & Specificity of a Protocol for Identification of Disorders in Children’s Speech & Language  
**Presenter(s):** Daniela Molini, Silmara Rondon-Melo
Abstract: Health professionals should have the knowledge about the prevalence for a particular disease in the community in order to allocate sufficient resources. The surveys are instruments used as subsidies for formulating and evaluating public policy, becoming increasing its use in several countries as a support tool in planning health.

Session Code: 8358  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: The Effect of Literary Genre on the Print Referencing Behaviors of Adults & Four-Year-Old Children  
Presenter(s): Rebecca Ragusa, Shannon Garofola, Jenny Roberts, Kathleen Scott  
Abstract: This study examined the effect of literary genre on the print referencing behaviors produced by both adults and their 4-year-old children during a joint-book reading activity. A picture book, an alphabet book, and a phoneme-specific sound story book were used. Interactions were recorded, and later transcribed and coded using SALT.

Session Code: 8359  
PDH(s): 15 Mins  
Level/Type: Advanced/Research Submission  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: A Survey of Intermediate Grade Children’s Knowledge About the Writing Process  
Presenter(s): Anthony Koutsoftas, Laura Lantz  
Abstract: This research reports on intermediate grade children’s knowledge of the writing process. One-hundred eighty nine sixth grade children responded to five open ended questions about their understanding of planning, translating, and revising writing processes. Results are reported in aggregate and discussed in terms of clinical relevance.

Session Code: 8360  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Evidence-Based Practice in Spelling Instruction: A Tutorial  
Presenter(s): Joy Good  
Abstract: Children with language impairment frequently struggle with written language skills such as spelling. Speech-language pathologists are in the position to bolster the development of these skills. However, knowledge of evidence-based practice is critical to providing effective intervention. This presentation will provide information regarding evidence-based practice spelling instruction.

Session Code: 8361  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Literacy: An Effective Neuro-Education Language Model of Inclusivity  
Presenter(s): Ellyn Arwood, Carole Kaulitz  
Abstract: Literacy includes the psychological processes of thinking, viewing, listening, speaking, reading, writing, and calculating. To provide effective inclusive literacy practice, an understanding of how a student learns language to name thinking is necessary. This workshop provides theory within a neuroeducation translational model as well as, shown to be, effective practices.

Session Code: 8362  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Processing Speed, Naming Speed & Fluent Reading in Young Readers With & Without Dyslexia  
Presenter(s): Natalie Albrittain-Ross, Joanna Christodoulou
Abstract: Reduced processing speed may limit the global mechanism and tax cognitive resources required for automatic and proficient reading. The effects of nonverbal processing speed on timed reading measures in early elementary readers are examined and findings are discussed in light of practical implications.

Session Code: 8363
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Literacy Assessment and Intervention (SLP)
Title: Reading Skill is Related to Phonological Grain Size Sensitivity in Auditory Cortex
Presenter(s): Christine Brennan, James Booth
Abstract: Reading and phonological skill are highly correlated, yet common neural correlates remain unclear. We found selectivity within the auditory cortex for different phonological grain sizes and significant differences in individual activation for small grain units based on reading skill. These results have implications for our understanding of reading disability.

Session Code: 8364
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: “Chata,” “Kata,” or “Casa?”: Assessment & Treatment of Childhood Apraxia of Speech in a Dual-Language Learner
Presenter(s): Emily Cochran, Ani Soghomonian, Alexandra Nally, Monica Goss, Edwin Maas, Felicidad Garcia
Abstract: This poster presents collaborative treatment strategies and outcome measures for a Spanish-dominant preschool child at the Temple University Speech, Language & Hearing Center with Childhood Apraxia of Speech.

Session Code: 8365
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Motor Speech Disorders (SLP)
Title: A Systematic Review of Cognitive Rehabilitation for Individuals With Parkinson's Disease
Presenter(s): Jennifer Smasne, Kristie Spencer
Abstract: Individuals with Parkinson’s disease frequently experience debilitating cognitive deficits, even in the beginning stages of the disease process. The evidence for cognitive rehabilitation for this population is in its infancy. We systematically review and evaluate the evidence and provide suggestions for clinical goals and future areas of research.

Session Code: 8366
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Motor Speech Disorders (SLP)
Title: Client With Severe Apraxia of Speech Returns to Work: An Interdisciplinary Experience
Presenter(s): Wendy Morgan, Nicholas Altieri
Abstract: Clinical/educational resources regarding interdisciplinary services for a client suffering from severe apraxia of speech and non-fluent aphasia post stroke endeavoring to return to work. An interdisciplinary team was used to facilitate return to work including speech language pathology (SGD), occupational therapy (driving evaluation) and vocational rehabilitation (safety).

Session Code: 8367
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: The Impact of Minimal Contrast Treatment on Improving Intelligibility of a Person With Ataxic-Flaccid Dysarthria
Presenter(s): Solina Krickovich, Marissa Caruso, Deborah Insalaco
### 2016 ASHA Convention Program Sessions

**Abstract:** Minimal contrast treatment was compared to traditional treatment in a single subject design study to improve the intelligibility of a person with ataxic dysarthria. Minimal pair contrasts (i.e., bat-pat) were used to facilitate clearer articulation of the participant. The results showed improvement in intelligibility at the word level post-treatment.

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<tr>
<td>Title: The Work Place Experiences of Individuals With Cerebral Palsy Who Have a Communication Difficulty</td>
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<td>Presenter(s):</td>
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<td>Abstract: For many individuals with disabilities, employment is crucial to improving quality of life. Communication underpins quality of life and may act as a barrier to successful employment for individuals with cerebral palsy. This study explored the employment experiences of individuals with cerebral palsy who have communication difficulties and their colleagues.</td>
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<tr>
<td>Title: Treating Childhood Apraxia of Speech: Evaluating the Kaufman Speech to Language Protocol</td>
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<td>Presenter(s):</td>
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<td>Abstract: There are few treatment efficacy studies published for childhood apraxia of speech (Maas, Gildersleeve-Neumann, Jakielski, &amp; Stoeckel, 2014). Currently, there is no published evidence for the commercially available Kaufman Speech to Language Protocol (K-SLP) (Murray, McCabe, &amp; Ballard, 2012). This study aimed to complete a preliminary efficacy study of the K-SLP approach.</td>
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<tr>
<td>Title: Bilingual Brain in Older Adults: Neural Measures of Auditory &amp; Phonological Memory</td>
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<td>Presenter(s):</td>
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<td>Abstract: Is there a bilingual benefit in terms of the durability of auditory sensory memory in the healthy aging population? We measured the brain responses for nonspeech and speech contrasts in monolingual and bilingual older adults, and found that more robust brain responses in bilinguals for some aspects of auditory processes.</td>
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<tr>
<td>Title: Cognitive Linguistic Loading for Young &amp; Old People: fNIR Study</td>
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<td>Presenter(s):</td>
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<td>Abstract: The purpose of this study is to investigate oxygenated hemoglobin concentration changes related to cognitive load tasks in young and old Korean adults. The fNIR results showed that there was significant difference for the difficult task on both hemispheres between the two groups, but no difference in the easy task.</td>
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<tr>
<td>Title: Crosslinguistic Semantic Priming Effects in English-Language Learners</td>
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<td>Presenter(s):</td>
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Abstract: This study examined the interactions between the two languages in English language learners. Sixty-four native speakers of Mandarin were tested using a series of cross-linguistic priming tasks. Strong priming effects were found. The findings provide some scientific evidence about the nature of L1-L2 interactions in English language learners.

**Session Code:** 8373  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Implicit Learning Ability in Monolingual & Bilingual Adults  
**Presenter(s):** Jenya Iuzzini-Seigel, Brittany Hasseldeck  
**Abstract:** During development, language is implicitly acquired through gradual practice, and without being explicitly taught. We posit that bilingual adults who simultaneously learned two languages during development will have better implicit learning ability than monolingual peers. Future studies will investigate the development of implicit learning ability in monolingual and bilingual children.

**Session Code:** 8374  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** The Relationship Between Phonological Processing Abilities in L1 & L2 in English-Korean Learners  
**Presenter(s):** Dongsun Yim, Soujin Choi, Jimin Seong, Hyo-yoen Yoo, Somang Kim  
**Abstract:** Phonological processing ability is important for language acquisition. This study investigated whether phonological processing abilities in 1st language (L1) predict the ones in the 2nd language (L2) through three phonological processing factors: phonological awareness, phonological memory, and lexical access.

**Session Code:** 8375  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Using Eye Tracking to Evaluate Language Learning  
**Presenter(s):** Monica Olivier, Lizbeth Finestack, Jessica Brown  
**Abstract:** This study assesses the learning of two novel grammatical forms with explicit or implicit instruction using eye tracking measures. Based on a sample of 40 participants 18 to 45 years, we found significant differences in eye tracking measures based on implicit and explicit instruction.

**Session Code:** 8376  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Neural Indices of Phonological Code Retrieval in Children  
**Presenter(s):** Alycia Cummings, Paxton Oliver-Bingham  
**Abstract:** The purpose of this study was to determine whether consonant type influences phonological encoding. Word-initial sounds were manipulated in an event-related potential (ERP) picture naming task. Neural responses were measured in typically developing children and children with speech sound disorders (SSD). Implications for segmental phonology and SSD will be discussed.

**Session Code:** 8377  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Using Multimodal Biofeedback to Remediate Resistant “R” Production
**2016 ASHA Convention Program Sessions**

**Presenter(s):** Jennie Koushel, Amy Hadley, Monika Pawlowska  
**Abstract:** Many children have benefitted from treatment of speech sound disorders. Some continue to demonstrate resistant errors into adolescence. This case study examined the use of multimodal biofeedback for resistant /a/, /a/ production in a pre-adolescent male. Results suggest positive changes to the sound system can be obtained using this approach.

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<td>Topic Area:</td>
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<tr>
<td>Title: Beyond Compensatory Strategies for the Treatment of Dysphagia &amp; Dystussia in Children With Cerebral Palsy</td>
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<td>Presenter(s):</td>
<td>Avinash Mishra, Maria Exarchakis, Michelle Troche</td>
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<td>Abstract:</td>
<td>This retrospective review of the literature provides a comprehensive description of airway protective deficits in children with cerebral palsy. Emphasis is placed on current treatment options as well as future research directions. Implications for the effective clinical management of dysphagia and dystussia in this vulnerable population are discussed.</td>
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<th>Session Code: 8379</th>
<th>Date: Thursday, November 17, 2016</th>
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<tr>
<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Clinical Implementation of an Outpatient Feeding Therapy Program for Medically Stable Children</td>
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<tr>
<td>Presenter(s):</td>
<td>Mary Bryan, Candace Cook, Memorie Gosa</td>
</tr>
<tr>
<td>Abstract:</td>
<td>This poster presentation will provide technical information regarding the implementation of feeding therapy at an outpatient University Clinic. It will highlight the financial and logistical implications of providing weekly outpatient-feeding therapy to medically stable children. The importance of goal setting and ways for determining measurable outcomes will also be presented.</td>
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<tr>
<th>Session Code: 8380</th>
<th>Date: Thursday, November 17, 2016</th>
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<tr>
<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<td>Level/Type:</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Debunking Non-Oral Nutrition Myths With SLP/Dietitian Collaboration</td>
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<tr>
<td>Presenter(s):</td>
<td>Kaylee Cullen, Emily Hosfield, Adele Pattinson</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Multiple misconceptions of non-oral nutrition exist in the general public. The main goal of our collaborative effort is to encourage speech-language pathologists to recognize how myths related to non-oral nutrition may impact how recommendations are provided and to acknowledge the benefits of cross-discipline collaboration with dietitians.</td>
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<tr>
<th>Session Code: 8381</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Effects of Spaced Retrieval Training &amp; External Memory Aids on Individuals With Dysphagia &amp; Dementia</td>
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<tr>
<td>Presenter(s):</td>
<td>Kennetha Mentor, Kenneth Simpson, Julia Kim</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Explore the effects of spaced retrieval training combined with external memory aids for recall of compensatory swallowing strategies for individuals with dysphagia and dementia. An ABAB single-subject design study. Use of both techniques can significantly increase recall of compensatory swallowing strategies given training for carryover in the skilled nursing setting.</td>
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<tr>
<th>Session Code: 8382</th>
<th>Date: Thursday, November 17, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<td>Level/Type:</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Face-to-Face vs. Online Training for the Fiberoptic Endoscopic Exam of the Swallow With Graduate Students</td>
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<tr>
<td>Presenter(s):</td>
<td>Susan Brady, Patricia Gibbons, Letha Williams, Mark Hakel, Theresa Pape, Noel Rao, Michael Pietrantoni</td>
</tr>
</tbody>
</table>
Abstract: This study was designed to evaluate the comparative effectiveness of an online, interactive course format versus traditional face-to-face lectures in increasing FEES interpretation skills among graduate students in Speech language Pathology. Results revealed comparable gains between the two teaching modalities, thus supporting the use of technology in education.

Session Code: 8383  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Feasibility of Cough Screening in Neurogenic Populations

Abstract: Dysphagia is a common consequence of neurologic disease putting patients at risk for aspiration pneumonia. Voluntary and reflex cough have been found to predict aspiration in various populations, including stroke and Parkinson’s disease. The goal of this study was to test the feasibility of cough screening in these populations.

Session Code: 8384  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Opinions & Beliefs of “Frontline” Staff Who Modify Food Textures

Abstract: This session presents survey responses from the “frontline” staff (e.g., dietary aides, cooks, and CNAs) who modify food textures for patients with dysphagia. Results highlight roles and responsibilities, instruction and knowledge about modifying food textures, as well as their opinions and beliefs about texture modified foods in nutrition care.

Session Code: 8385  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Effect of Vocal Hygiene Knowledge on Voice Quality Following Stage Performances

Abstract: This study investigated knowledge of vocal hygiene in nineteen voice actors and the impact of a six-week performance in these individuals. An analysis of differences in voice outcomes based on the knowledge of vocal hygiene was made. Results demonstrate degradation in voice outcomes regardless of vocal hygiene knowledge.

Session Code: 8386  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Exploring the Neural Bases of Primary Muscle Tension Dysphonia (pMTD): A Case Study Using fMRI

Abstract: The origin of pMTD is poorly understood. The “Trait Theory” asserts that inhibitory centers in the brain contribute to muscloscularly inhibited voice production in pMTD. This case study compares fMRI activation patterns before and after successful treatment and provides the first glimpse into the neural correlates of pMTD.

Session Code: 8387  
Date: Thursday, November 17, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: How Educated Are Educators? A Study of Teachers’ Awareness of Effects of Teaching on Voice

Abstract: This study investigated the level of knowledge among educators regarding the effects of teaching on voice. Results highlight the need for increased awareness and training in this area.

Speech-Language Pathology Sessions (updated as of 9/2/16)
Abstract: Teaching is vocally demanding, evidenced by high prevalence of voice disorders amongst teachers. This study investigated teachers’ awareness of vocal risks inherent in teaching, and correlation between awareness and career length. Preliminary results indicated lack of awareness regardless of career length, which emphasizes the importance of vocal education for teachers.

Session Code: 8388  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Measurement Reliability for Phonation Quotient Across Three Aerodynamic Instruments  
Presenter(s): Ashwini Joshi, Christopher Watts

Abstract: The purpose of this study was to examine parallel forms reliability between two hand-held spirometers and a pneumotachograph-based system for vital capacity and derived phonation quotient measurement. Twenty males and forty-five females were recruited. Statistical analyses were performed for differences in group and instrument. Correlations between instruments provided reliability data.

Session Code: 8500  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Addressing the Tactile AAC Needs of Students Who Are Blind/VI With Multiple Disabilities  
Presenter(s): Megan Mogan

Abstract: This presentation will explore ways in which educational teams can develop and integrate tactile-based AAC systems for students who are blind/visually impaired with multiple disabilities, including deafblindness. Educators will consider accessible receptive and expressive AAC forms in the context of early literacy and communication activities across the school day.

Session Code: 8501  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: An Intervention Program for Teaching Conversational Skills for Partners of Individuals Who Use AAC  
Presenter(s): Almara Hutchinson, Diane Millar, Karen Davis, Patricia Rossi

Abstract: A single-subject, exploratory case study investigated the effects of a partner-focused intervention. Instruction addressed operating a system and teaching a six-step conversation. Data confirm the partner became proficient in operating the device and using the protocol; furthermore, the AAC user mastered the six-step conversation. Clinical implications will be presented.

Session Code: 8503  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Health Care Professionals’ Perceptions of Communicative Competence & Attitudes Towards Persons With Aphasia Using AAC  
Presenter(s): Kristofer Brock, Justin Wu

Abstract: Study one established the reliability of the Communicative Competence scale (CC scale) for persons with aphasia using AAC strategies to supplement natural speech production. Study two investigated the effects of AAC interface design (i.e., grid and scene displays) on healthcare professionals’ perceived communicative competence of individuals with aphasia using AAC.

Session Code: 8504  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Improving Family-Centered Services in AAC: Implications From a Family Systems Framework  
Presenter(s): Kelsey Mandak, Tara O’Neill, Janice Light
Abstract: This poster considers the importance of the family in AAC services and discusses family systems theory as a potential theoretical framework to guide research and service delivery in AAC. It further proposes a theoretical model of how AAC impacts families and considers the clinical implications of using the proposed framework.

Session Code: 8505  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: “I’ve Seen & Heard it Before”: Neurophysiological Evidence From Minimally Verbal Children With Autism  
Presenter(s): Yan Yu, Michelle MacRoy-Higgins, Iris Strangmann, April Benasich, Valerie Shafer  
Abstract: This study was to examine whether minimally verbal children with autism spectrum disorders (ASD) show evidence of familiarity with the pictures and words that they were briefly exposed to prior to being tested. A familiarity effect was evident in children with ASD as measured using event-related potential responses.

Session Code: 8506  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Language Therapy With Remote Monitoring: Perception of Parents of Verbal & Nonverbal Children With ASD  
Presenter(s): Milene Barbosa, Thais Santos, Vanessa Sugawara, Ingrid Sun, Isabela Gibello, Leticia Tomazoli, Mariana Grillo, Fernanda Dreux  
Abstract: The present study aimed to compare the responses of parents and caregivers of verbal and non-verbal children and adolescents with ASD to a specific questionnaire about the process of Language Therapy with Remote Monitoring. Parents of nonverbal children tend to have more difficulty interacting with the child.

Session Code: 8507  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Ready for Verbs?: An Eye-Tracking Study of Intrinsic Motion Processing in Autism Spectrum Disorder  
Presenter(s): Kathryn Solomon, Kathy Hirsh-Pasek, Roberta Golinkoff, Julia Parish-Morris  
Abstract: Verbs are hard for typically developing children to learn, and certain kinds may be especially difficult for children with neurodevelopmental differences like ASD. The present study explores the conceptual underpinnings of manner-of-motion verbs in preschool-aged children using infrared eye tracking. Our results are preliminary, with significant additional data in process.

Session Code: 8508  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Social Media Utilization in the Autism Community  
Presenter(s): Breana Romero, Moumita Choudhury  
Abstract: Autism spectrum disorder (ASD) is one of the fastest growing developmental disorders in the United States. The utilization pattern of social media by families where autism is present is currently unknown. This study explores the participation and usage of various social media platforms by people with ASD and their families.

Session Code: 8509  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Supporting Social Communication for Adolescents With ASD Through IPE-IPP: A Pilot Study of Project PALS  
Presenter(s): Jeanna Cripe, Abigail Delehanty, Juliann Woods, Abby Lewis, Jessica Perrin
Abstract: Outcomes of job-embedded, IPE-IPP were measured through a single-case design study of three adolescents with ASD and a social validity scale. Librarians enrolled in online professional development, and received support from a special education teacher and SLP in modifying their library environments and interactions to accommodate for students with ASD.

**Session Code:** 8510  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Autonomic Nervous System Response to Various Speaking Tasks in Stuttering & Normally-Fluent Preschool-Age Children  
**Presenter(s):** Victoria Tumanova, Nicole Backes  
**Abstract:** Preschool-age children who do (CWS) and do not stutter (CWNS) performed various speaking tasks after viewing a minimally arousing computer screensaver. Between- and within-group sympathetic activity (i.e., skin conductance level (SCL) and skin conductance responses (SCR) prior to and during speaking conditions will be reported and discussed.

**Session Code:** 8511  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Cortical Associates of Emotional Reactivity & Regulation in Childhood Stuttering  
**Presenter(s):** Hatun Zengin-Bolatkale, Edward Conture, Tedra Walden  
**Abstract:** Cortical associates of emotional reactivity and regulation in young children who do and do not stutter were assessed during an event-related potential (ERP) task. Results should further our understanding of the cortical aspects of emotion associated with childhood stuttering.

**Session Code:** 8512  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Differences in Neuroanatomical Development Trajectories in Children Who Do & Do Not Stutter  
**Presenter(s):** Emily Garnett, Ho Ming Chow, Soo-Eun Chang  
**Abstract:** We analyzed developmental trajectories of neuroanatomical measures in young children who stutter (CWS) and fluent peers using data from a longitudinal neuroimaging study. Compared to fluent peers, CWS showed (1) decreased cortical thickness in left frontal and right motor areas, (2) increased corpus callosum volume, (3) increased right thalamic volume.

**Session Code:** 8513  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Participant Recruitment Among Adults Who Stutter: Facilitators & Barriers  
**Presenter(s):** Jan McAllister  
**Abstract:** How can we maximise our chances of recruiting sufficient participants for research about stuttering? We carried out an online questionnaire to address this question. This study explored the factors that might encourage or discourage research participation among adults who stutter, including type of research (clinical, non-clinical), motivation and logistic issues.

**Session Code:** 8514  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Shedding Light on Stuttering: An fNIRS Study of Speech Production  
**Presenter(s):** Bridget Walsh
### Session Code: 8515
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Socioeconomic Status & Childhood Stuttering: An Event-Related Brain Potential Study  
**Presenter(s):** Evan Usler, Christine Weber  
**Abstract:** Event-related brain potentials were obtained from 3- to 5-year old children who stutter (CWS) from higher and lower socioeconomic status (SES) environments. Group differences in the neural patterns mediating semantic and syntactic processing reveal different neurodevelopmental trajectories between CWS from higher and lower socioeconomic status environments.

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### Session Code: 8516
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Speech Situation Checklist – Emotional Reaction/Speech Disruption – for Adults Who Stutter: Normative & Psychometric Investigation  
**Presenter(s):** Michael Matthews, Martine Vanryckeghem, Peixin Xu  
**Abstract:** The Speech Situation Checklist (SSC) - Emotional Reaction (ER) and Speech Disruption (SD) are subtests of the Behavior Assessment Battery for Adults who Stutter (Vanryckeghem & Brutten, 2016). The self-report tests differentiate PWS from PWNS as it relates to speech situation-specific anxiety and speech disruption, and identifies treatment targets.

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### Session Code: 8517
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Stressed Out: Application of Metrical Phonology in Identifying the Location of Stuttered Syllables  
**Presenter(s):** Kenneth Logan, Nalanda Chakraborty  
**Abstract:** Past research has examined the linguistic context of stuttered speech from syntactic, lexical, pragmatic, and phonologic perspectives. The present study extends this line of inquiry by examining the location of stuttered syllables in relation to a metrical hierarchy that consists of feet, phonological words and phrases, intonation phrases, and utterances.

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### Session Code: 8518
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Using fNIRS to Measure Hemoglobin Concentration With Delayed Auditory Feedback  
**Presenter(s):** Glen Tellis, Abriel McCann, Kyle Pelkey, D’Manda Price, Nina Santus, Cara Imbalzano  
**Abstract:** This study was conducted to determine if there were hemoglobin concentration changes in the brains of typically fluent speakers when using delayed auditory feedback and near-infrared spectroscopy. Results indicated that when reading aloud or speaking under DAF, participants displayed more right hemisphere activation than when the DAF was not activated.

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### Session Code: 8519
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** ADHD in the Clinical Setting: A Survey of Speech-Language Pathologists  
**Presenter(s):** Jane Roitsch, Silvana Watson
Abstract: The purpose of this research is to survey SLPs who provide speech and language treatment to children with known attention deficits in order to determine the level of education and training they received prior to working with this population, and comfort level SLPs feel when working with children with attention disorders.

Session Code: 8520
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Development of a Questionnaire Assessing Attention, Language & Social Behaviors in Young Children: Year Two
Presenter(s): Mark DeRuiter, Kylee Haller, Lizbeth Finestack
Abstract: Parent questionnaires are used to assess speech, language, and auditory development in children. Often, clinicians use multiple questionnaires to address these broad developmental categories. We present validation data of a 19-item tool to assess parent perception of auditory, language, and social behaviors in 450 typically developing 3- to 8-year-old children.

Session Code: 8521
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Does Language Moderate the Effect of Equal-Sign Intervention?
Presenter(s): Jason Chow
Abstract: The purpose of this study is to examine whether oral language ability moderates the effect of a classroom math equivalence intervention. We explore the predictive value of language and other areas of domain-general condition during symbolic and nonsymbolic equal-sign instruction. Implications for research and practice will be discussed.

Session Code: 8522
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Evidence-Based Review of Norm-Referenced Language Tests for Identification of Social (Pragmatic) Communication Disorder
Presenter(s): Megan Alano, Geralyn Timler, Emily Behm
Abstract: One tool for identification of DSM-5 Social (Pragmatic) Communication Disorder is norm-referenced tests. A systematic review of the examiner manuals from 10 pragmatic language (sub)tests, published between 1999 and 2015, was completed. Test strengths and weaknesses, including analysis of matches between item content and DSM-5 criteria, will be highlighted.

Session Code: 8523
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Familial Involvement in Service Delivery: A Survey of Speech-Language Pathologists
Presenter(s): Afua Blay, Sarah Robinson
Abstract: Experimental studies show that involving families in intervention improves outcomes in children with communication disorders. This knowledge has motivated advice that families should be included in service delivery. However, the extent to which SLPs adhere to this advice is unclear. We investigated the nature of familial involvement in service delivery.

Session Code: 8524
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Give Your Students a Hand: Puppet-Powered Intervention for Speech, Language & Literacy!
Presenter(s): Linda Siciliano
### Abstract
A puppet can serve as an innovative tool to meet speech, language and literacy objectives in a truly "hands-on", engaging way...making therapy and learning FUN! Meet curriculum-based and IEP objectives and accelerate your students’ communication skills through kid-powered puppetry. Visit for hands-on ideas for your intervention toolbox!

### Session Code: 8525
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Learning Language Through Adapted Play  
**Presenter(s):** Lauren Lamore, Amanda Soper  
**Abstract:** This session will discuss how to ensure that students with CCN learn through play. Using AAC and by looking at play as a means to foster language development, teams will learn determine ways to create multi-dimensional play opportunities.

### Session Code: 8526
**pdH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Linguistic Characteristics Associated With Filler Use in School-Age Children  
**Presenter(s):** Bryan Brown, Stacy Wagovich, Brooke Prigge  
**Abstract:** The study compares linguistic properties of school-age children’s speech with fillers (um, uh) against their speech without fillers. Exploratory analyses were completed on speech produced at multiple levels (e.g., word, sentence and discourse levels).

### Session Code: 8527
**pdH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Predicting School-Age Language & Academic Outcomes for Children Adopted From China as Infants/Toddlers  
**Presenter(s):** Jessica Clarke, Amber Shurb-Beach, Karen Pollock  
**Abstract:** Language abilities of 29 healthy children adopted from China prior to 2;0 were assessed at 9-, 15-, and 24-months post adoption and again during grades K-2 and 5-8. Children who produced more words and/or longer sentences at 24-months post adoption demonstrated better language skills in grades K-2 and 5-8.

### Session Code: 8528
**pdH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Semantic Complexity in Fourth Graders' Oral & Written Narratives  
**Presenter(s):** Leesa Marante, Shannon Hall-Mills, Cassandra Smith, Madison Stockton, Kathryn Sumner  
**Abstract:** The purpose of this study was to explore a method of determining semantic complexity levels in fourth graders’ oral and written narrative language. We analyzed oral and written narrative language samples from 35 typically-developing children in the fourth grade for lexical diversity and production of literate and academic vocabulary.

### Session Code: 8530
**pdH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Teaming Up on Selective Mutism - A Relationship-Based Treatment Model  
**Presenter(s):** Annie DiVello, Sarah Josef, Elizabeth Doppler-Bourassa, Erica Brown  
**Abstract:** Selective Mutism is a mysterious and often misunderstood diagnosis. To put it simply, imagine being locked in a world of social invisibility. This training will introduce participants to the fundamentals of using a relationship-based team approach in the treatment of this unique disorder.
Session Code: 8531  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Utilizing the Scientific Method to Improve Critical Thinking, Communication & Social Skills  
Presenter(s): Susan Hutaff, Bonnie Henry  
Abstract: Using the Scientific Method is recognized as a strategy for developing problem solving in children. The skills and strategies encompassed in the Scientific Method complement the areas of remediation the SLP addresses in therapy. Utilizing the concepts and sequence of this method can improve language, social and problem solving skills.

Session Code: 8532  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Validation of a Novel Automated Working Memory Task in School-Age Children: Preliminary Data  
Presenter(s): Beula Magimairaj  
Abstract: Control of linguistic characteristics of Working Memory (WM) task stimuli is essential to better index WM capacity in children or adults with communication disorders and individuals with low literacy. Preliminary data on the development and validation of a novel automated symbol-based WM task in typically developing school-age children are presented.

Session Code: 8533  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: What Is She Talking About? Addressing Language Formulation Difficulties  
Presenter(s): Laura Riddle, Sharon Stockman, Alison Rotolo  
Abstract: This poster presents a treatment approach for school-age children with language formulation difficulty. A single case study is used to demonstrate effective techniques to improve the organization and clarity of ideas expressed during conversation and personal narratives. The clinical effectiveness of the techniques will be discussed.

Session Code: 8534  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Working Memory Deficits in Children With ADHD & SLI  
Presenter(s): Dana Loncar, Gerard Poll  
Abstract: Working memory (WM) has been shown to interfere with functional and academic success in children with attention deficit hyperactivity disorder and specific language impairment. An intensive and adaptive computer-based training has demonstrated the gains in WM function for both diagnostic categories, but other treatment approaches also show promise.

Session Code: 8535  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Aphasia Health Care Costs & SLP Service Utilization in the North Carolina Stroke Belt  
Presenter(s): Lauren Boyette, Charles Ellis  
Abstract: Little data exists describing healthcare costs and service utilization among persons with aphasia (PWA). We examined AHQR HCUP data for the state of NC and found that in 2011-2012 the acute care length of stay was ~6 days, resulting in ~$32,000 total charges of which ~$1,000 were for SLP services.
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<td>8536</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Introductory/Research Submission</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Cantonese AphasiaBank for Corpus-Based Analyses of Linguistic, Acoustic &amp; Nonverbal Performances in Aphasia</td>
<td>Anthony Pak-Hin Kong, Sampo Law</td>
<td>Research on Chinese aphasia typically involves narrow sampling. The Cantonese AphasiaBank project funded by NIH has constructed corpora containing annotated orthographic and romanization transcripts with corresponding videos. This paper presents past and ongoing corpus-based analyses of aphasic performances and discusses directions for utilizing the database to enhancing knowledge of aphasia.</td>
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<td>8537</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Introductory/Research Submission</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Confidence Levels of Future Health Professionals Communicating With People With Aphasia</td>
<td>Kristen Pompey, Yvonne Rogalski</td>
<td>Little information is known on how confident students in the health professions are communicating with people with aphasia (PWA). This study surveyed seniors and graduate students from occupational therapy, physical therapy, and speech-language pathology. Findings indicate that few students would feel confident or very confident communicating with PWA.</td>
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<tr>
<td>8538</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Introductory/Professional Education</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Congruence in Aphasia Treatment</td>
<td>Jennifer Whited, Gianna James, Katelyn Wilson</td>
<td>This study investigated congruence in the perceived goals of treatment between clients with aphasia and their student clinicians. Three student clinicians and their clients with aphasia were interviewed utilizing open ended questions, and follow up questions. Results revealed congruence was result of having a higher emphasis on client values.</td>
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<td>8539</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Dichotic Interaural Intensity Difference (DIID) Training for Individuals With Auditory Processing Disorders Following Stroke</td>
<td>Jennifer McCullagh, Mary Purdy</td>
<td>Several studies have identified auditory processing deficits in individuals with aphasia and some have found correlations between dichotic listening and language tasks, particularly auditory comprehension and sentence repetition. This studied examined the effect of Dichotic Interaural Intensity Difference (DIID) training on the auditory processing and comprehension deficits following stroke.</td>
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<tr>
<td>8540</td>
<td>Friday, Nov 18, 2016</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
<td>Language Disorders in Adults (SLP)</td>
<td>External Memory Aid Preferences of Individuals With Mild Cognitive Impairment</td>
<td>Alyssa Lanzi, Lauren Matthews, Alyssa Mulvaney, Kathryn Corso, Sarah Wallace</td>
<td>The researchers conducted a qualitative analysis of a group external memory aid (EMA) treatment study for individuals with mild cognitive impairment. Participants’ attitudes and EMA preferences were examined. Five main themes were discovered including three subthemes each. The researchers discussed how integrate the results of the study into future treatments.</td>
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</table>
### Session Code: 8541  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Postcrossing -- Utilization of Postcard Exchange to Support Communication & Social Interaction in an Aphasia Group  
**Presenter(s):** Carin Keyes, Thomas Sather, Mary Beth Clark, Jerry Hoepner, Michele Knutson  
**Abstract:** "Postcrossing" is a postcard exchange website used in a community aphasia group to engage in social interaction, practice writing, and promote aphasia awareness. To date, postcards have been sent/received by our aphasia group across 16 countries throughout the world, providing genuine opportunities for conversation, advocacy, and language stimulation.

### Session Code: 8542  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Pragmatic Communication of Adults With Schizophrenia During Interviews & Conversations  
**Presenter(s):** Toni Rose Sarasua  
**Abstract:** This study aimed to determine whether there is an idiosyncratic pragmatic communication profile for adults diagnosed with schizophrenia. Data were collected from videotaped recordings of formal and informal conversations with 20 adults with schizophrenia. The pragmatic protocol utilized assessed 30 verbal, nonverbal, and paralinguistic behaviors of the subjects.

### Session Code: 8543  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Speech/Language Changes in Chronic Stroke With Repetitive Right Upper Extremity Practice Preceded by tDCS  
**Presenter(s):** Carolyn Falconer, Johanna Chang, Bruce Volpe, Dylan Edwards, Adam Buchwald  
**Abstract:** Claims that speech/language improved after repetitive right upper extremity robotic practice preceded by tDCS (2mA active-anodal vs. sham) were investigated. Speech/language was tested pre/post 36 sessions(3x/wk x12wks) without formal speech/language therapy. Results reveal patterns of improvement and interaction over a number of speech/language tasks.

### Session Code: 8544  
**PDH(s):** 15 Mins  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** The Training Program Using Augmented Reality Linked to Speech Recognition for Chronic Wernicke's Aphasia: A Case Study  
**Presenter(s):** Haelan Shin, Duckhoon Kang, Soonbok Kwon  
**Abstract:** In order to improve word naming ability in Wernicke’s aphasia, we developed Augmented Reality linked to Speech Recognition Training System(ARSRTS). Thanks to ARSRTS, Wernicke’s participant can train interactively with their personal computer such as with SLP but more intensive and iterated training.

### Session Code: 8545  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Treatment of Underlying Forms & Constraint Induced Auditory Training in Aphasia: A Single Case Study  
**Presenter(s):** Grama Rangamani, Jane Anderson  
**Abstract:** The role of auditory process training, particularly selective attention, in sentence comprehension and production training outcomes in persons with aphasia (PWA) is limited. The present clinical case study examines the effects of cognitive-linguistic treatment using Treatment of Underlying Forms with and without Constraint-Induced-Auditory-Training in a PWA with chronic aphasia.
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<th>Session Code: 8546</th>
<th>Date: Friday, November 18, 2016</th>
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<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Type of Stroke &amp; Language Recovery During Acute Inpatient Rehabilitation Stay</td>
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<tr>
<td>Presenter(s): Liat Rabinowitz, Jamie Schmidt</td>
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<tr>
<td>Abstract: Aphasia occurs in up to 40% of stroke cases and can profoundly impact functional status. A clearer understanding of prognostic indicators could better inform predictions for language recovery and team recommendations. This poster analyzes the influence of type of stroke on language recovery utilizing The Mississippi Aphasia Screening Test (MAST).</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Whet Your APPetite: Improving Digital Literacy for People With Aphasia</td>
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<tr>
<td>Presenter(s): Janice Dittelman, Gretchen Szabo</td>
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<tr>
<td>Abstract: The use of technology is a growing trend among adults nation-wide; yet, people with disabilities remain less likely to go online. A community based aphasia center’s approach to using technology to enhance digital literacy and communication skills, while empowering members to connect with others will be presented.</td>
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<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Working Memory &amp; Inference Maintenance: Episodic Buffer Contributions</td>
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<tr>
<td>Presenter(s): Allison Smith, Connie Tompkins</td>
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<td>Abstract: This study expanded the conceptual scope of prior investigations of working memory and inference maintenance by examining the contributions of the episodic buffer, measured in terms of relative verbatim recall of coherent versus scrambled stories. Results suggest that the episodic buffer measure may be a valuable predictor of inferencing outcomes.</td>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Co-Speech Gestures to Support Word Learning in Toddlers With Small Vocabularies</td>
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<tr>
<td>Presenter(s): Nina Capone Singleton, Laura Anderson</td>
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<td>Abstract: An Alternating Treatments single-subject Design analyzed the effect of co-speech SHAPE gestures on word learning (i.e., naming, word extension, speech sound mapping) in toddlers with small expressive vocabularies. Treatment targets were chosen from the MCDI (Fenson et al., 1993) after parents reported expressive vocabulary size.</td>
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<tr>
<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Linguistic &amp; Narrative Analyses of Preschool Children's Books: Implications for Speech-Language Therapy</td>
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<tr>
<td>Presenter(s): Heather Hamm, Joann Benigno</td>
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<td>Abstract: This investigation involved the evaluation of preschool children's books for potential clinical use. The linguistic and narrative structures of each text were coded. Aspects of language content, form, and use, including type-token ratio, morphemes, and narrative type were examined. Implications for embedding literacy within speech-language therapy will be discussed.</td>
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<td>Session Code: 8556</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Presenter(s):</td>
<td>Differential Diagnosis of Reading Disorder in a Second-Grade Bilingual Child Using a Components Skills Model</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Differential diagnosis using a component reading skills model involves eliciting language, phonological, and reading measures. In a bilingual child, we must also consider orthographic characteristics across language systems, influencing phonological processing and detection of reading deficits. A dissociation between phonologic processes and reading comprehension is explored.</td>
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<td>Session Format: Poster</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Efficacy of the Phonological Remediation Program in Brazilian Monolingual &amp; Bilingual Korean-Brazilian Children</td>
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<tr>
<td>Presenter(s):</td>
<td>Kelly Park, Patricia Crenitte, Cintia Salgado-Azoni</td>
</tr>
<tr>
<td>Abstract:</td>
<td>To verify effectiveness of the Phonological Remediation Program in bilingual and monolingual children. 74 schools took part in this study, distributed in GI bilingual and GII monolingual. Phonological assessment and oral language has been evaluated. G1 presented a superior performance in phonological processing, vocabulary, and phonology compared to GII</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Electronic vs. Paper Text Formats: The Practices &amp; Preferences of University Students</td>
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<tr>
<td>Presenter(s):</td>
<td>Karen Fallon, Morgan Schmincke, McKenzie Sesterhenn, Amanda Keister, Katrina Vain, Karen Day</td>
</tr>
<tr>
<td>Abstract:</td>
<td>This poster focuses on the issue of electronic vs. paper text formats in higher education settings. It will present the results of a survey study designed to investigate the text format practices and preferences of university students. Clinical implications for literacy intervention will also be presented.</td>
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<th>Session Code: 8559</th>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>NDW &amp; Vocabulary Achievement: Truncated vs. Complete Written Language Samples</td>
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<tr>
<td>Presenter(s):</td>
<td>Kristina Bustamante, Carla Wood, Christopher Schatschneider, Sara Hart</td>
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<tr>
<td>Abstract:</td>
<td>This study examined measures of lexical diversity and productivity in children’s writing. Of interest was the relationship between lexical diversity and a reading vocabulary measure. Grade level effects were present in all lexical measures. Number of different words had the strongest predictive relationship with the standardized reading vocabulary measure.</td>
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<th>Session Code: 8560</th>
<th>Date: Friday, November 18, 2016</th>
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<td>Session Format: Poster</td>
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<td>Topic Area:</td>
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<tr>
<td>Title:</td>
<td>Comparing the Articulatory Kinematics &amp; Acoustic Vowel Space Between Healthy &amp; Apraxic Speakers</td>
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<tr>
<td>Presenter(s):</td>
<td>Taylor Robbins, Alexis Garon, Marisa Lucarelli, Taylor Koesters, Sierra Odoms, Caroline Menezes</td>
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<tr>
<td>Abstract:</td>
<td>This study tests the vowel spaces of persons with acquired apraxia of speech (AOS) through acoustic and articulatory analysis and compares it to the vowel spaces of healthy age and gender matched controls. Comparative kinematic patterns of the crucial articulators are also reported.</td>
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**Session Code: 8562**  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Effects of Deep Brain Stimulation & Speech Task on Intelligibility of Speech Simulating Dysarthric Hypophonia  
**Presenter(s):** Diana Van Lancker Sidtis, John Sidtis  
**Abstract:** This study of speech intelligibility in Parkinson’s disease presented audio-excerpts from spontaneous and repeated speech with volume reduced 7.2 dB, simulating hypophonia. More words were transcribed in the repeated mode. F0 increased with DBS ON, implying greater speaker effort. Results suggest that external models provided by repetition benefit production.

**Session Code: 8563**  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Effects of Speaking Mode & Intelligibility of Vowels Produced by Persons With Parkinson's Disease  
**Presenter(s):** Rebekah Buccheri, Douglas H. Whalen, Winifred Strange, Nancy McGarr, Lawrence Raphael  
**Abstract:** The study examined three speaking modes (clear, habitual and slow) on speech production in 13 participants with Parkinson's & controls. Acoustic analyses involving first and second formant frequencies were performed using: vowel space areas, vowel dispersions, and /i-a/ distance measures. Results revealed significant differences across conditions and measures impacting on intelligibility.

**Session Code: 8564**  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** The Effect of Rapid Syllable Transition Treatment on CAS & ASD  
**Presenter(s):** Sandra Shigetomi-Toyama, Kenneth Simpson, Shelley Victor  
**Abstract:** Treatment effects do not occur quickly in a child with ASD and CAS especially for prosody. Rapid Syllable Transition treatment appeared to promote acquisition of speech naturalness in nine sessions demonstrating that it may be an efficacious use of resources for other children with similar dual diagnoses.

**Session Code: 8565**  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Towards Automatic Detection of Early Amyotrophic Lateral Sclerosis From Short Speech Samples  
**Presenter(s):** Prasanna Kothalkar, Beiming Cao, Daragh Heitzman, Jun Wang  
**Abstract:** Speech production performance decline is among the earliest indicators of the disease progression of bulbar amyotrophic lateral sclerosis (ALS). This project aimed to automatically detect the presence of ALS from short acoustic and articulatory samples using machine learning techniques.

**Session Code: 8566**  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Detecting Cognitive Load During Working Memory Tasks Using a Digitizer  
**Presenter(s):** Cassandra Ward, Pradyumn Srivastava, Andrew Bowers  
**Abstract:** By utilizing a ‘Digitizer’ tablet, this study investigates the effect that a higher cognitive load has on manual fluency. The aim of this study was to determine whether the ‘Digitizer’ is a reliable and valid way to measure cognitive load during working memory tasks.
Eye Tracking & Pupillometry as a Means to Determine the Validity of the Multidimensional Semantic Space

Presenter(s): Joshua Troche, Jamie Reilly

Abstract: Previous work by our group allowed us to create a multidimensional semantic space that allowed us to better understand conceptual representation. The validity of this space was determined in this study using eyetracking and pupilometry. We compared our space to latent semantic analysis and found our space to be valid.

Individual Differences in Inhibitory Control & Language Processing

Presenter(s): Mara Steinberg Lowe, Adam Buchwald, Susannah Levi

Abstract: The extent to which language processing relies on general cognitive mechanisms is unknown. This study tests speakers with intact language skills to explore whether individual differences in domain-general inhibitory control explain performance on a linguistic task that involves competition among words and nonwords.

Working Memory & Motor Speech Interactions in Young Adults

Presenter(s): Katherine Cavaliere, Neeraja Sadagopan

Abstract: Working memory and speech motor interactions were examined in a dual-task activity. Specific interactions between working memory, speech, and linguistic complexity were noted, including increased errors as well as increased lip aperture variability in the dual task condition. Theoretical clinical implications will be discussed.

Working Memory Capacity & Visual Cues Influence Speech Processing in Noise for Young Adults

Presenter(s): Anne Perrotti Michalek, Rachael Redman, Kathryn Schwartz

Abstract: Auditory processing of speech is influenced by internal (attention, working memory) and external factors (background noise, visual information). We examined the interplay among these factors in young adults with high and low working memory capacity. Young adults with high working memory capacity benefited more from visual information during noise.

Case Study of a Psycholinguistic Approach to Assessment & Intervention

Presenter(s): Emily Berteau, Toby Macrae

Abstract: The psycholinguistic model is a theoretical framework that details the speech processing system at various levels of input, storage, and output. This study examines the effectiveness of a psycholinguistic approach to assessment and treatment of a complex case of childhood speech sound disorder.
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<th>Session Code: 8572</th>
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<td>Topic Area:</td>
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<tr>
<td>Title: Comparison of Speech Errors Produced by English- &amp; Spanish-Speaking Preschoolers With Speech Sound Disorder</td>
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<td>Presenter(s):</td>
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<td>Abstract: The goal of the current study was to compare the surface speech errors of 24 preschoolers with speech sound disorder speaking either English or Spanish, using a similar word list in each language. We describe error patterns for all sound classes in relation to syllable structures and syllable position.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title: Exploring Why Broad Target Speech Recasts Intervention Improves Speech Comprehensibility in Children With Down Syndrome</td>
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<td>Presenter(s):</td>
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<tr>
<td>Abstract: This study examined a potential mechanism through which Broad Target Speech Recasts intervention improved speech comprehensibility in school-age children with Down syndrome who had high verbal imitation abilities prior to intervention. We examined whether spontaneous imitation of recasting was associated with initial verbal imitation ability and gain in speech comprehensibility.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title: Phonological Development in Simultaneous Bilingual Mandarin-English Speaking Children With Language Delay</td>
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<td>Presenter(s):</td>
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<tr>
<td>Abstract: The phonological development of simultaneous bilingual Mandarin-English speaking children with language delay will be examined. Data will be collected over 6-months and will include phonetic and phonological characteristics of single-word productions in both Mandarin and English. Phonological patterns in both languages will be compared to their typically developing peers.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title: The Effects of Ultrasound Biofeedback in Children With Hearing Impairment</td>
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<td>Presenter(s):</td>
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<td>Abstract: This study investigates the effects of ultrasound in speech intervention for children with cochlear implants. Using single-subject multiple baseline design across behaviors, the children's velar and alveolar consonants were examined. Our preliminary finding suggests that ultrasound biofeedback may be effective in eliciting the production of velar and alveolar consonants.</td>
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<thead>
<tr>
<th>Session Code: 8576</th>
<th>Date: Friday, November 18, 2016</th>
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<tbody>
<tr>
<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area:</td>
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<tr>
<td>Title: Ultrasound Biofeedback &amp; the Treatment of Two School-Age Girls With Speech Sound Disorders</td>
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<tr>
<td>Presenter(s):</td>
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<tr>
<td>Abstract: The purpose of this study was to strengthen the efficacy of the use of ultrasound biofeedback as a primary treatment technique by examining the impact of ultrasound on speech produced by a nine year-old girl with childhood apraxia of speech and a ten year-old girl with a residual /r/ distortion.</td>
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<td>Session Code</td>
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<td>Friday, November 18, 2016</td>
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<td>Friday, November 18, 2016</td>
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2016 ASHA Convention Program Sessions

PDH(s): 15 Mins  
Location/Room: CC/Hall B  
Session Format: Poster

Level/Type: Advanced/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Real-Time Continuous Perceptual Tracking of Clear Speech in Electrolaryngeal Speakers  
Presenter(s): Steven Cox, Sarah Poleshuck, Kathleen Loprieno, Klaas Bakker, Florence Myers, Philip Doyle  
Abstract: Real-time continuous perceptual tracking (RTCPT) was used to assess speech acceptability (ACC) and listener comfort (LC) of electrolaryngeal (EL) speakers using clear speech (CS). The findings of the present study were compared with previous data involving auditory-perceptual assessment of CS in EL speakers.

Session Code: 8582  
Date: Friday, November 18, 2016

Session Code: 8583  
Date: Friday, November 18, 2016

Session Code: 8584  
Date: Friday, November 18, 2016

Session Code: 8585  
Date: Friday, November 18, 2016

Session Code: 8586  
Date: Friday, November 18, 2016

Speech-Language Pathology Sessions (updated as of 9/2/16)
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<tr>
<th>Session Code</th>
<th>PDH(s): 15 Mins</th>
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<tbody>
<tr>
<td>8587</td>
<td>Intermediate/Research Submission</td>
<td>Poster</td>
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<tr>
<td>Topic Area</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td></td>
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<tr>
<td>Title</td>
<td>AAC, ASL &amp; Spoken English: Comparing Utterance Length &amp; Complexity in Multi-Modal Communicators</td>
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<tr>
<td>Presenter(s)</td>
<td>Kristina Gulati, Christina LaSala, Katie Mosher, Serena Fishman, Erin Simpson</td>
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<tr>
<td>Abstract</td>
<td>This study compares length and complexity of students’ expressive communication across two communication modalities (AAC vs. speech, AAC vs. American Sign Language). Expressive language tasks were presented to students who communicate using more than one modality. Differences in responses were analyzed, including MLU and parts of speech expressed.</td>
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Date: Friday, November 18, 2016
Location/Room: CC/Hall B
Session Format: Poster

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<tr>
<td>8588</td>
<td>Introductory/Professional Education</td>
<td>Poster</td>
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<tr>
<td>Topic Area</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Let’s Get SETT for Assistive Technology</td>
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<tr>
<td>Presenter(s)</td>
<td>Patricia Mervine</td>
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<tr>
<td>Abstract</td>
<td>The SETT Framework is a valuable tool for making carefully considered, evidence-based decisions related to assistive technology. This presentation will describe components of the SETT, trials of devices/strategies, evaluation of effectiveness, considerations in device selection/acquisition, and how to document the SETT in the IEP. FAQs will be answered.</td>
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Date: Friday, November 18, 2016
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Session Format: Poster

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<tr>
<td>8589</td>
<td>Introductory/Research Submission</td>
<td>Poster</td>
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<tr>
<td>Topic Area</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title</td>
<td>Making a Culturally Sensitive Symbol Dictionary for AAC Users in the Arab Region</td>
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<tr>
<td>Presenter(s)</td>
<td>Amatullah Kadous, Amal Ahmed, EA Draffan, Nadine Zeinoun</td>
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<tr>
<td>Abstract</td>
<td>For many years, the Arabic AAC community has been using Western symbols to communicate. This has posed many cultural and linguistic barriers, limiting the effectiveness of symbols and their uptake. Tawasol aims to create an inventory of symbols that are culturally, religiously and linguistically appropriate for the Arabic AAC community.</td>
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Date: Friday, November 18, 2016
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Session Format: Poster

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<td>8590</td>
<td>Introductory/Research Submission</td>
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<tr>
<td>Topic Area</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title</td>
<td>Nurses’ Experiences With AAC in Pediatric Acute Care Setting</td>
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<tr>
<td>Presenter(s)</td>
<td>Amanda McRoy, Jillian McCarthy Maeder</td>
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<tr>
<td>Abstract</td>
<td>This study provides insight to determine the amount and type of training healthcare workers gain through education and training to work with patients with CCN to develop training materials and meet nurses’ needs, reduce their stress, and enhance the quality of life for patients’ with CCN.</td>
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Date: Friday, November 18, 2016
Location/Room: CC/Hall B
Session Format: Poster
PDH(s): 15 Mins  Location/Room: CC/Hall B
**Level/Type:** Introductory/Professional Education  **Session Format:** Poster
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)
**Title:** Personal & Unique Synthetic Speech Voices for Use on Your Assistive Device
**Presenter(s):** Paolo Leva, Nicolas Mazars

**Abstract:** Voice is an important part of personality. This seminar introduces my-own-voice, a service allowing persons about to lose their voice to save their voice as speech synthesis. We also introduce the brand new “voice friend” service allowing people to record their voice to make it available to speech impaired users.

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**Session Code:** 8592  **Date:** Friday, November 18, 2016
**PDH(s):** 15 Mins  **Location/Room:** CC/Hall B
**Level/Type:** Intermediate/Professional Education  **Session Format:** Poster
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)
**Title:** The Core Vocabulary Exchange System: A Low-Tech Communication System
**Presenter(s):** Megan Brazas, Renee Bourke

**Abstract:** Children with complex communication needs frequently lack access to a low-tech communication system which maintains consistent motor planning, core vocabulary words, and alignment to typical language development. A low-tech, exchange-based communication system, the Core-Vocabulary Exchange System, facilitates spontaneous novel utterance generation while aligning to typical language development.

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**Session Code:** 8593  **Date:** Friday, November 18, 2016
**PDH(s):** 15 Mins  **Location/Room:** CC/Hall B
**Level/Type:** Introductory/Research Submission  **Session Format:** Poster
**Topic Area:** Autism Spectrum Disorders (SLP)
**Title:** Avatar Software Versus Traditional Approaches for Emotion Recognition & Expression Training in Children With Autism
**Presenter(s):** Shaylyn Stilwell

**Abstract:** The systematic review tested the effectiveness of avatar software as compared to traditional approaches for training of emotion recognition and expression in high functioning children with autism. It was hypothesized that the avatar software would be more effective than the traditional approaches and the literature reviewed supported this prediction.

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**Session Code:** 8594  **Date:** Friday, November 18, 2016
**PDH(s):** 15 Mins  **Location/Room:** CC/Hall B
**Level/Type:** Intermediate/Research Submission  **Session Format:** Poster
**Topic Area:** Autism Spectrum Disorders (SLP)
**Title:** Language Therapy With Remote Monitoring (LTRM): Strategies Used With Verbal & Nonverbal Children With ASD
**Presenter(s):** Thais Santos, Milene Barbosa, Ingrid Sun, Vanessa Sugawara, Mariana Grillo, Leticia Tomazoli, Isabel Gibello, Fernanda Dreux

**Abstract:** Language Therapy with Remote Monitoring (LTRM) is a program directed towards verbal and non-verbal children and adolescents with ASD in which parents were mediators, carrying out at home, activities that were previously developed by SLPs. Through activities performed at home, parents can become more effective communicative partners.

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**Session Code:** 8596  **Date:** Friday, November 18, 2016
**PDH(s):** 15 Mins  **Location/Room:** CC/Hall B
**Level/Type:** Intermediate/Research Submission  **Session Format:** Poster
**Topic Area:** Autism Spectrum Disorders (SLP)
**Title:** Parents' Self-Reported Perception on Post-Secondary Transition Among Autism Spectrum Population in Puerto Rico
**Presenter(s):** Maria Moro De Figaredo, Carmen Cruz, Nitza Rodriguez, Valeria Caraballo

**Abstract:** The purpose of this research is to identify parent’s perception regarding their experiences on post secondary transition of their sons and daughters diagnosed with autism spectrum disorder in Puerto Rico. Implications to public awareness for educational, occupational, living alternatives, clinical practices and future research will be discussed.
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<td>Intermediate/Research Submission</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Use of Internal State Language in Narratives: ADHD vs. ASD</td>
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<tr>
<td>Presenter(s): Ruixia Yan, Anna Parsons, Amy Viti, Colleen Deignan, Jordyn Donnelly, Lisa Stumpp, Anne Zaborny, Lori Cimino, Adina Rosenthal</td>
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<tr>
<td>Abstract: This study examines the organization of narratives and verbalization of internal states in children with ADHD vs. ASD. Forty children with ADHD and 40 children with ASD will be recruited, and the wordless picture book Frog, Where Are You? is to be used to elicit oral narratives from the participants.</td>
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<td>Intermediate/Research Submission</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: A Survey of Clinical Practices in the Assessment &amp; Treatment of Stuttering in Arab Countries</td>
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<tr>
<td>Presenter(s): Maisa Haj-Tas, Sana Kamal</td>
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<tr>
<td>Abstract: An online survey of 46 speech language pathologists (SLPs) in Jordan, Saudi Arabia, and the United Arab Emirates (UAE) was conducted. The survey was designed to provide information about clinical practices used by SLPs in the assessment and treatment of stuttering. Findings and clinical implications will be presented and discussed.</td>
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<td>Intermediate/Research Submission</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Attitudes Towards Cluttering Among Polish &amp; English SLT students</td>
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<tr>
<td>Presenter(s): Marta Wesierska, Kenneth St. Louis</td>
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<tr>
<td>Abstract: Previous research has shown that public attitudes towards cluttering are similar to but slightly more negative than those toward stuttering. English and Polish speech and language therapy students completed the Public Opinion Survey of Human Attributes—Cluttering (POSHA–Cl). Cluttering attitudes were more positive for the English students.</td>
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<td>Intermediate/Research Submission</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Decisional Balance &amp; Change Readiness in Adolescents Who Stutter</td>
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<tr>
<td>Presenter(s): Patricia Zebrowski, Naomi Hertsberg</td>
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<tr>
<td>Abstract: We propose that decisional balance, or the relative weight one assigns to the pros/cons for making a change, plays a role in stuttering therapy. We present a scale for assessing decisional balance and analysis of responses from adolescents who stutter who rated the pros/cons of managing their stuttering.</td>
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<th>Session Code: 8601</th>
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<td>Intermediate/Research Submission</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Effects of Fluency Techniques &amp; Mindfulness Practice on Stuttered Speech: A Single-Subject Research Study</td>
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<td>Presenter(s): Pei-Tzu Tsai</td>
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<td>Abstract: This study examines the effects of mindfulness practice and fluency techniques on speech production in an adult who stutters in a quasi-experimental, single-subject research design. Speech characteristics immediately following the two intervention approaches within the sessions and over the course of therapy are compared, and clinical implications will be discussed.</td>
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### Session Code: 8602  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Session Format:** Poster  
**Topic Area:** Fluency (SLP)  
**Title:** Longitudinal Study of Respiratory Sinus Arrhythmia & Developmental Stuttering  
**Presenter(s):** Dillon Pruett, Robin Jones, Tedra Walden  
**Abstract:** Children who do (CWS, n=38) and do not stutter (CWNS, n=26) viewed emotionally arousing film clips and performed narratives in a longitudinal study. Respiratory sinus arrhythmia (RSA, index of psychophysiological regulation) and speech disfluencies were measured. Findings assess differences between CWS and CWNS, and persistent and recovered CWS.

### Session Code: 8603  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Session Format:** Poster  
**Topic Area:** Fluency (SLP)  
**Title:** Neural Correlates of Emotional Processing in School-Age Children Who Do & Do Not Stutter  
**Presenter(s):** Katerina Ntourou, Julie Anderson, Eun Jin Paek, Sharlene Newman  
**Abstract:** This study will examine the neural correlates of reactivity in school-age children who do and do not stutter. Participants will be presented with pictures of faces in blocks of happy, neutral, and fearful expressions in three runs in a 3T MRI scanner. Region-of-interest (ROI) and whole-brain analyses will be conducted.

### Session Code: 8604  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Session Format:** Poster  
**Topic Area:** Fluency (SLP)  
**Title:** Rhythm Perception & Temporal Expectation in People Who Do & Do Not Stutter  
**Presenter(s):** Kaitlyn Ayres, Laura Dilley, Elizabeth Wieland, Tuuli Morrill, Meisam Arjmandi, Soo-Eun Chang  
**Abstract:** Two studies investigated rhythm perception in people who stutter (PWS) and who do not stutter (PWNS). The first study addressed how well PWNS perceive rhythms in speech and non-speech auditory stimuli. The second study compared speech rhythm perception in PWS compared with matched PWNS; no differences were found between groups.

### Session Code: 8605  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Session Format:** Poster  
**Topic Area:** Fluency (SLP)  
**Title:** The Effects of Stress & Temperament on Pitch for Individuals Who Stutter  
**Presenter(s):** Emily Rutz, Nicholas Brow, Michael Farmer, Gelsey Lee, Barry Guitar  
**Abstract:** This project investigates pitch rise under psychological stress in individuals who stutter (IWS) and have a reactive temperament compared to individuals who don't stutter (IWNS). Results indicate IWS with a reactive temperament showed a pitch rise while under stress. IWNS with a reactive temperament don't show pitch rise under stress.

### Session Code: 8606  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Session Format:** Poster  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Analytic Framework for Identifying Patterns of Assertiveness & Responsivity During Group Conversation  
**Presenter(s):** Megan Tobin, Kaitlyn Hoag, Laura Riddle, Matthew Battaglia, Suzanne Cashmere, Nicole Orsino, Kathryn Drager  
**Abstract:** This poster presents a framework for analyzing language and interaction style during group conversation. This framework is based on Fey’s (1986) model for identifying patterns of assertiveness and responsiveness in individuals with language disorders. The clinical utility of this framework for understanding interaction during group therapy sessions is explored.
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<tr>
<td>Title:</td>
<td>Session Code: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Presenter(s):</td>
<td>Sylvia Mendoza, Cristina Huynh</td>
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<tr>
<td>Abstract:</td>
<td>The purpose of this presentation is to provide the clinician with a template for accurate recording, reporting and remediating difficulties in social interaction which are not addressed in standardized assessments. The following areas will be highlighted: Self-esteem, nonverbal behaviors, mutual focus, friendships, conflict resolution, self-regulation, self advocacy and flexibility.</td>
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<tr>
<td>Title:</td>
<td>Session Code: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Presenter(s):</td>
<td>Talita Fortunato-Tavares, Claudia Andrade, Derek Houston, Klara Marton, Richard Schwartz</td>
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<td>Abstract:</td>
<td>This study examined whether children with cochlear implants are able to perceive acoustic characteristics of prosody, more specifically prosodic boundaries, and apply these cues as an aid on sentence comprehension. Results showed that children with cochlear implants, unlike normal hearing children, do not benefit from prosodic boundaries in sentence comprehension.</td>
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<tr>
<td>Title:</td>
<td>Session Code: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Presenter(s):</td>
<td>Jennifer Cunningham, Emily Quinn, Ann Kaiser, Megan Roberts</td>
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<tr>
<td>Abstract:</td>
<td>Few studies examine the long-term effects of language interventions for young children with language delays. This poster explores the language and literacy skills of young children with a history of language delays, after their Kindergarten year. These children participated in a randomized control trial evaluating Enhanced Milieu Teaching (EMT).</td>
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<tr>
<td>Title:</td>
<td>Session Code: Language and Learning in School-Age Children and Adolescents (SLP)</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Melissa Boone</td>
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<tr>
<td>Abstract:</td>
<td>There is a lack of empirical evidence regarding whether individuals with no training in communication disorders (naive listeners) notice language impairment in communicative interactions. This study will examine naive listeners’ perception of simulated language samples manipulated to include common errors made by children with Specific Language Impairment.</td>
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<tr>
<td>Title:</td>
<td>Session Code: Language and Learning in School-Age Children and Adolescents (SLP)</td>
</tr>
<tr>
<td>Presenter(s):</td>
<td>Jessica Stephenson, Kimberly Frazier</td>
</tr>
<tr>
<td>Abstract:</td>
<td>There is a significant gap in the research in the United States about the positive outcomes of speech-language services in juvenile detention centers for rehabilitation and to prevent re-offending. This study is analyzing the need for services from the perspective of SLPs and other professions that work with juvenile offenders.</td>
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PDH(s): 15 Mins

**Level/Type:** Intermediate/Research Submission

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Neural & Behavioral Profiles of Semantic Processing in Typical Development, SLI Recovery & SLI Persistence

**Presenter(s):** Eileen Haebig, Christine Weber, Laurence Leonard, Patricia Deevy, J. Bruce Tomblin

**Abstract:** We examined behavioral and neural (event-related brain potentials) indices of semantic processing in adolescents with normal language (NL), a history of language impairment (SLI-Recovered), and persistent language impairment (SLI-Persistent). The NL and SLI-Recovered groups identified semantic errors significantly better than the SLI-Persistent. Additionally, the SLI-Persistent group demonstrated an immature N400.

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**Session Code:** 8613

**Date:** Friday, November 18, 2016

**Location/Room:** CC/Hall B

**Level/Type:** Intermediate/Research Submission

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Persistent Syntax & Morphological Errors in Internationally Adopted Children

**Presenter(s):** Sharon Glennen

**Abstract:** Internationally adopted children arrive home and quickly develop proficient skills in their new language. However, errors in grammatical development persist long after other language abilities have improved to age-level expectations. This presentation will review morphological and syntax errors collected from narrative language samples in school-age international adoptees.

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**Session Code:** 8614

**Date:** Friday, November 18, 2016

**Location/Room:** CC/Hall B

**Level/Type:** Intermediate/Research Submission

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Pronoun Usage in School-Age Children With ASD & Language Impairment

**Presenter(s):** Amanda Kramer, Allison Haskill

**Abstract:** Pronoun usage was examined through analysis of narrative language samples in groups of children with ASD, SLI, and typical development. Pronoun errors were found to be infrequent for this age group across participant groups. Children with SLI had comparatively more pronoun errors than their typically developing and SLI peers.

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**Session Code:** 8615

**Date:** Friday, November 18, 2016

**Location/Room:** CC/Hall B

**Level/Type:** Intermediate/Research Submission

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** The Impact of Prematurity on Language Skills in Pre-Adolescents

**Presenter(s):** Jamie Mahurin-Smith, Laura DeThorne

**Abstract:** This session will review the existing literature on language outcomes in children born prematurely and describe new data on outcomes in pre-adolescents, reporting results for both standardized tests and narratives. Risk factors and potential protective factors will be discussed.

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**Session Code:** 8616

**Date:** Friday, November 18, 2016

**Location/Room:** CC/Hall B

**Level/Type:** Introductory/Professional Education

**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)

**Title:** Upcycling Your School-Based Practice: What Is Old Is New With a Twist!

**Presenter(s):** Barbara Conrad, Kathryn Jillson, Ann Slone

**Abstract:** Ohio's upcycled virtual SLP Guidelines provide inspiration, access to current research, trends and timely resources. The modules are designed to inform best practice thereby changing lives of children with communication disorders. Participants will be able to utilize the guidelines, design a framework to develop local guidelines and identify potential funding.

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### Session Code: 8618
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Poster  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** An Interprofessional Intensive Comprehensive Aphasia Program (ICAP) Based on Life Participation & the ICF  
**Presenter(s):** Marjorie Nicholas, Lynne Brady Wagner, Eileen Hunsaker, Suzanne Pennington, Carla Tierney, Marianne Savastano, Denise Ambrosi, Mary Hildebrand, Elizabeth Felker  
**Abstract:** We highlight successes and challenges of an interprofessional ICAP offered through a university/rehabilitation hospital collaborative effort involving multiple professions. This 5-week program for people with aphasia was designed to maximize recovery and activity participation. Outcomes measured across WHO ICF domains: impairment, participation, environment, and person are discussed.

### Session Code: 8619
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Advanced/Research Submission  
**Session Format:** Poster  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Baseline Aphasia Severity Determines the Effect of Transcranial Magnetic Stimulation on Naming in Stroke Participants  
**Presenter(s):** Joely Mass, Denise Harvey, Rachel Wurzman, Priyanka Shah-Bassak, Olufunsho Faseyitan, Daniela Sacchetti, Roy Hamilton  
**Abstract:** Following stroke, many patients suffer from aphasia. Noninvasive brain stimulation techniques such as transcranial magnetic stimulation (TMS) show promise in facilitating aphasia recovery. The current study assesses TMS effects on naming performance in eight post-stroke participants with aphasia. The data suggests those with less severe baseline naming impairment may benefit most.

### Session Code: 8620
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Intermediate/Professional Education  
**Session Format:** Poster  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Cognitive, Behavioral & Language Impairments Associated With Frontotemporal Lobar Degeneration in ALS  
**Presenter(s):** Jennifer Chapin, Michelle Bourgeois  
**Abstract:** Impairments in cognition, behavior and language are evident in roughly 50% of patients with ALS, with up to 10-15% exhibiting frontotemporal dementia (FTD). The FTD subtypes, clinical criteria, and assessment challenges in the ALS population will be discussed. Screening tools specific for patients with ALS will be described.

### Session Code: 8621
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Intermediate/Research Submission  
**Session Format:** Poster  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Coherence of Testimonial Language in Oldest-Old WWII Veterans: Insights Into the Role of Memory  
**Presenter(s):** Hanna Ulatowska, Diane Garst Walsh, Tricia Olea Santos, Ashley Henson, Jillian Lagus, Keilani Paul
Abstract: Local and global coherence in testimonial language of fifty (50) healthy WW II veterans and six WW II veterans with mild-to-moderate dementia was analyzed. Results suggested that memory and the mode of elicitation played a role in supporting coherence.

Session Code: 8622  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Dative Sentence Processing in Aphasic Patients  
Presenter(s): Hao Yan, Randi Martin

Abstract: A grammaticality judgement task revealed aphasic patients' impaired syntactic knowledge of the double object structure. However, they were better in processing a more frequent type of double object sentences that had pronoun vs. noun recipients. Therefore, both grammatical processing and patients' prior language experience affect their sentence processing.

Session Code: 8623  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: From Laboratory to Clinical Application: Modified Music Therapy With Two Adults With Aphasia & Apraxia  
Presenter(s): Dianne Slavin, Renee Fabus

Abstract: This preliminary study examined the effects of a modified Melodic Intonation Therapy approach, with two adults diagnosed with chronic aphasia and apraxia. The approach consisted of singing, breathing, rhythm, and vocal exercises. Results revealed improved articulation, reduced verbal apraxia and an increase in spontaneous speech production.

Session Code: 8624  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Global Coherence in Personal Narratives: Comparing People With Aphasia to Older Adults  
Presenter(s): Michell Thavarajah, Katie Scott, Yvonne Rogalski

Abstract: We investigated global coherence in people with aphasia (PWA) and older adults using personal narrative transcripts from the AphasiaBank. Controlling for aphasia type, severity, and duration, and using a 4-point scale with established reliability and construct validity, we found that PWA had lower global coherence than age-matched older adults.

Session Code: 8625  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Implications of Exposure to Aphasia With No Training: The Nocebo Effect in a Controlled Trial  
Presenter(s): Aura Kagan, Nina Simmons Mackie, Charles Victor

Abstract: This poster reports on an unexpected negative finding related to behaviour change (a nocebo effect) in a controlled trial designed to test whether partner training improves the conversational skill of volunteers. It provides an opportunity for closer examination and discussion of the implications of this effect for aphasia.

Session Code: 8626  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Mapping Lexical & Sublexical Processing in Acquired Agraphia  
Presenter(s): Andrew DeMarco, Steven Rapcsak, Pelagie Beeson
### Abstract:
We used voxel-based lesion-symptom mapping to elucidate brain regions that contribute to selective lexical versus sublexical deficits in individuals with acquired agraphia. Sublexical processing relied on left anterior perisylvian cortex (damaged in phonological agraphia), while lexical processing relied on left posterior inferior temporal and mid-fusiform cortex (damaged in surface agraphia).

### Session Code: 8627
- **PDH(s):** 15 Mins
- **Level/Type:** Intermediate/Research Submission
- **Topic Area:** Language Disorders in Adults (SLP)
- **Title:** Strategies for Gaining & Maintaining the Conversational Floor Among Speakers With Mild to Moderate Aphasia
- **Presenter(s):** Naomi Baine, Eliza Stopa, Mikyong Kim
- **Abstract:** This paper explores five strategies individuals with aphasia employed to gain and maintain the floor among multiple conversational partners: gestures, metaconversational requests, audible breaths, fillers, and writing. Different strategies helped individuals with different deficits; listener reactions were vital. Training strategies to participate in group conversations should be considered in therapy.

### Session Code: 8628
- **PDH(s):** 15 Mins
- **Level/Type:** Introductory/Research Submission
- **Topic Area:** Language Disorders in Adults (SLP)
- **Title:** Vigilance & Cognitive Performance in Aphasia Therapy: Results From a Cohort of Age-Matched Controls
- **Presenter(s):** Ellyn Riley, Jennifer Hylkema
- **Abstract:** Increased fatigue in the stroke population has been linked to cognitive performance decline in speech and language therapy, but this effect has not been objectively measured. This study examined cognitive performance of individuals without neurological impairment on linguistic and non-linguistic cognitive tasks while cortical arousal was measured using EEG.

### Session Code: 8629
- **PDH(s):** 15 Mins
- **Level/Type:** Intermediate/Professional Education
- **Topic Area:** Language Disorders in Adults (SLP)
- **Title:** We Haiku, Can You?: Client Facilitated Poetry Group for Persons With Aphasia
- **Presenter(s):** Heather Coles, Nancy Jo Gambacurta, Hayely Curtis, Victoria Whitford
- **Abstract:** A Person with Aphasia (PWA) developed a ‘poetry as therapy’ syllabus and weekly class for clients and student clinicians in a college aphasia clinic. A variety of speech, language and poetry methodologies were employed. Positive outcomes were noted in speech and language abilities but also in confidence, creativity and leadership.

### Session Code: 8630
- **PDH(s):** 15 Mins
- **Level/Type:** Introductory/Professional Education
- **Topic Area:** Language Disorders in Adults (SLP)
- **Title:** Why Is Direct Speech Easier for Persons With Aphasia to Produce?
- **Presenter(s):** Jacqueline Stark
- **Abstract:** In narrative production by PWA, direct speech is more prevalent than indirect speech. Complexity is cited as the reason for this. However, why direct speech utterances are more often grammatically correct remains unanswered. The reasons why direct speech utterances are produced more frequently and grammatically more often correct are explored.

### Session Code: 8631
- **PDH(s):** 15 Mins
- **Level/Type:** Introductory/Research Submission
- **Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)
- **Title:** A Preliminary Investigation of the Effectiveness of Interactive Whiteboard Technology in a Hearing Impaired Preschool
Presenter(s): Susan Benson
Abstract: Using a single subject research design, this study investigated attending behavior of children in an early intervention classroom for preschool children with hearing loss in response to instruction delivered with, and without, an interactive whiteboard. Factors related to the findings, and implications for clinical practice with this population, are presented.

Session Code: 8632  Date: Friday, November 18, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Intermediate/Research Submission  Session Format: Poster
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Elicitation Method & Past Tense Production in Children With Specific Language Impairment & Typical Language
Presenter(s): Morgan Geise, Heather Green, Olivia Hart, Abbi Leitnaker, Kerry Proctor-Williams
Abstract: Past tense verb production in children with specific language impairment and language-matched children with typical language was compared using language samples and a standardized probe (Rice/Wexler Test of Early Grammatical Impairment). Analyses revealed accuracy and error type differences between elicitation types and groups. Results have important clinical practice implications.

Session Code: 8633  Date: Friday, November 18, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Intermediate/Research Submission  Session Format: Poster
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Language in Children With a History of Premature Birth
Presenter(s): Debora Befi-Lopes, Telma Monteiro Luperi
Abstract: The purpose of this study was to verify the linguistic performance of premature children, with ages between 2 and 6:11 years. Premature children presented poorer language performance when compared to their healthy peers. However, language performance did not correlate to the gestational age or weight at birth.

Session Code: 8634  Date: Friday, November 18, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Introductory/Research Submission  Session Format: Poster
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Maternal Linguistic Characteristics for Taiwanese Late Talkers, Late Bloomers & Children With Typical Development
Presenter(s): Yi-Syuan Liu, Huei-Mei Liu
Abstract: Mother-child dyads were examined and compared between Taiwanese mothers of children with persistent language delay, temporary language delay (late-bloomers), and typically language development. Mothers of these three groups of children differed significantly in their linguistic input. The relationship between maternal speech input and child language abilities was explored.

Session Code: 8635  Date: Friday, November 18, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Intermediate/Research Submission  Session Format: Poster
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Receptive Language Growth Curves in Children With Cerebral Palsy Between 12 & 54 Months
Presenter(s): Katherine Hustad, Ashley Sakash, Emily McFadd
Abstract: We examined development of receptive language between 12-54 months in 85 children with cerebral palsy using growth curve modeling methods. Results of latent trajectory modelling revealed two patterns of growth. When a priori speech/language profile groups were imposed, 3 receptive language growth patterns were seen. Implications will be discussed.

Session Code: 8636  Date: Friday, November 18, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Introductory/Research Submission  Session Format: Poster
Topic Area: Literacy Assessment and Intervention (SLP)
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**Title:** Experiences & Perceptions of Instructors of Special Needs Elementary, Multilingual School Students to RAVE-O Program  
**Presenter(s):** Mellissa Bortz, Sharon Moonsamy, Anniah Mupawose  
**Abstract:** Literacy rates are low in South Africa. The RAVE-O program has been introduced to improve reading abilities of multilingual, intellectually challenged children. Instructors were satisfied with their training, especially regular follow ups. Linguistically relevant adaptions were made to RAVE-O. The students were positive about the program but progressed slowly.

**Session Code:** 8638  
**Level/Type:** Advanced/Research Submission  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Date:** Friday, November 18, 2016  
**Abstract:** Poor literacy impacts an individual's ability to access public, private, and health-related services. SLPs can limit this impact by ensuring materials are written at appropriate reading levels. Post-hoc analyses of text from various web-based sources revealed disparities among three compared categories. Suggestions are made for improving text readability.

**Session Code:** 8639  
**Level/Type:** Intermediate/Research Submission  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Date:** Friday, November 18, 2016  
**Abstract:** This study focuses on spelling performance of typically developing elementary school-aged children after a learning phase with or without semantic support, as well as the influence of statistical patterns of language on spelling and word learning.

**Session Code:** 8640  
**Level/Type:** Introductory/Research Submission  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Date:** Friday, November 18, 2016  
**Abstract:** This study examines automatization of speech motor learning using a dual-task paradigm. These data suggest that dual-task paradigms may be an effective means of studying automatization, especially in patient populations that exhibit general deficits in motor automaticity, such as individuals with Parkinson disease.

**Session Code:** 8641  
**Level/Type:** Intermediate/Research Submission  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Date:** Friday, November 18, 2016  
**Abstract:** This study examines automatization of speech motor learning using a dual-task paradigm. These data suggest that dual-task paradigms may be an effective means of studying automatization, especially in patient populations that exhibit general deficits in motor automaticity, such as individuals with Parkinson disease.
Abstract: This study evaluated how different deep brain stimulation (DBS) settings affect oral movement speed and rate of speech in Parkinson’s disease. The results revealed optimal settings to be mid voltage, high frequency, and high pulse width. These preliminary trends support the need for additional investigation of optimized DBS settings.

Session Code: 8642  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Title: Increasing Independent Communication in AOS  
Presenter(s): Angela Van Sickle-Bednarz, James Dembowski  
Abstract: One individual with AOS participated in therapy sessions three times a week for 12 weeks to improve production of functional words for independent communication. Therapy sessions included the use of sentence completion and employed principles of motor learning. Graphs and tables will display this participant’s progress.

Session Code: 8643  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Title: Perceptual Rating of Habitual vs. Clear Speech in People With Dysarthria Secondary to ALS  
Presenter(s): Jimin Lee, Michael Bell  
Abstract: Perceptual severity rating difference between habitual and clear speech was examined in people with dysarthria secondary to ALS. People with mild to moderate dysarthria benefited from using clear speech but people with severe dysarthria did not. The clear speech strategy should be used selectively according to speakers’ severity.

Session Code: 8644  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Title: Treatment of Residual Speech & Working Memory Impairments Five Years Post-Stroke: A Case Study  
Presenter(s): Christina del Toro, Megan Cuellar  
Abstract: This study aimed to improve speech and working memory in an adult 5 years post-stroke. Her apraxia of speech and working memory deficits interact to affect her speech naturalness and life participation. A multi-pronged apraxia treatment and subsequent working memory treatment were administered to determine the individual and combined effects.

Session Code: 8645  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Speech and Language Science (SLP)  
Title: How Much of the Acoustic Signal Must a Listener Hear to Recognize It’s a Word?  
Presenter(s): Allen Montgomery, Hiram McDade, Kelsey LoVine, Meghan Hennessy  
Abstract: Studies investigating various factors affecting the speed of word retrieval routinely measure response times from the end of a stimulus item to prevent word length from becoming a confounding variable. Results from this study, however, indicate that lexical decisions are frequently made prior to the end of a word.

Session Code: 8646  
PDH(s): 15 Mins  
Level/Type: Advanced/Research Submission  
Topic Area: Speech and Language Science (SLP)  
Title: Neural Basis of Sensorimotor Adaptation in the Speech Production System  
Presenter(s): Roozbeh Behroozmand, Stacey Sangtian
Abstract: The present study investigated the behavioral and neurophysiological correlates of sensorimotor adaptation to altered auditory feedback (AAF) during speech. Findings provided evidence that neural activity in the bilateral parietal and temporal cortical regions as well as right frontal cortex reflects distinct neural processes involved in sensorimotor adaptation of speech.

Session Code: 8647
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech and Language Science (SLP)
Title: Perception of Vocal Pitch Changes & Potential Association With Empathizing Capacity
Presenter(s): Sethu Karthikeyan, Adrienne Cirelli, Natasjah Holtz, Kelsey Ruiz
Abstract: Speakers changed their vocal pitch in response to others’ facial emotions, which were discriminable by listeners. Speakers’ empathizing capacity (EQ) correlated with the difference in pitch variability directed to sad and neutral faces. Listeners’ EQ, however, did not correlate with their ability to discriminate responses to sad and neutral faces.

Session Code: 8648
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech and Language Science (SLP)
Title: The Effects of Transcranial Direct Current Stimulation on Speech Motor Learning
Presenter(s): Lara Karpinski, Meg Simione, Brian Richburg, Danuza Nunn, Sandra Carvalho, Jorge Leite, Felipe Fregni, Jordan Green
Abstract: The objective of this study was to investigate if transcranial direct current stimulation (tDCS) facilitates nonword learning. Mandibular movements were recorded as participants repeated nonwords with stimulation (anodal and cathodal) to the sensorimotor cortex. Findings may have implications for future work testing the efficacy of tDCS for enhancing speech treatments.

Session Code: 8649
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Speech and Language Science (SLP)
Title: Vocal Training Mitigates the Effects of Altered Feedback: Preliminary Results
Presenter(s): Sarah Kent, Abigail Powers, Emily Nicholas, Anna Sarra, Abby Maurer
Abstract: Vocalists, instrumentalists and non-musicians read sentences with different delays of auditory feedback (0ms, 150ms, 300ms, 500ms). Only the vocalists were able to mitigate the effects of delayed auditory feedback, and only within the 500ms condition. Results suggest that vocal training helps improve control over speech timing, but not syllable sequencing.

Session Code: 8650
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech Sound Disorders in Children (SLP)
Title: A Methodological Framework for a Crosslinguistic Conversion of an Assessment Tool: Dynamic Assessment of SSD
Presenter(s): Amy Glaspey, Andrea MacLeod
Abstract: A framework for cross-linguistic conversion of an assessment tool is explored through the conversion of a dynamic assessment tool developed for American-English (Glaspey Dynamic Assessment of Phonology) to use with children who speak Canadian-French. Cross-linguistic overlap and language specific examples will be highlighted including differences in cues and linguistic environments.

Session Code: 8651
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech Sound Disorders in Children (SLP)
Title: Assessing Tongue-to-Palate Contact Patterns in /r/ Remediation Using Electropalatography
Presenter(s): Elaine Hitchcock, Roberta Lazarus, Michelle Swartz
### Abstract

English /r/ has been recognized as a challenging speech sound error for remediation. The use of electropalatography (EPG) provides a well-defined visual target emphasizing lateral bracing. A review of participants’ tongue-to-palate contact patterns, pre- and post-establishment of /r/, revealed patterns of limited/partial lateral bracing paired with good perceptual accuracy.

### Session Code: 8652
**PDH(s):** 15 Mins
**Level/Type:** Intermediate/Research Submission
**Topic Area:** Speech Sound Disorders in Children (SLP)
**Title:** Comparison of Traditional Phonetic Placement-Production to Electropalatography With School-Age Children With Persistent Speech Disorder
**Presenter(s):** Niqueka Sims, Kenneth Simpson, Nola Radford
**Abstract:** Some clients are not receptive to traditional articulation therapy after years of treatment. When this occurs, speech pathologists look for alternative treatment measures. The purpose of this study was to determine if persistent speech disorders can be effectively treated by incorporating the bio-visual approach of electropalatography with traditional articulation therapy.

### Session Code: 8653
**PDH(s):** 15 Mins
**Level/Type:** Intermediate/Professional Education
**Topic Area:** Speech Sound Disorders in Children (SLP)
**Title:** Teaching Foundational Speech Skills to Deaf & Hard of Hearing Adolescents & College Students
**Presenter(s):** Nicole Chow, Jennifer Verbakel
**Abstract:** Participants will explore a variety of strategies for teaching foundational speech skills to deaf and hard of hearing students who present at various skill levels. The teaching strategies addressed will focus on adolescents and young adult college students, however they can be easily adapted for all ages.

### Session Code: 8654
**PDH(s):** 15 Mins
**Level/Type:** Introductory/Research Submission
**Topic Area:** Swallowing and Swallowing Disorders (SLP)
**Title:** Feel Your Food: An Intensive Sensory-Motor Feeding Program
**Presenter(s):** Kirby Matthews, Iona D’sa
**Abstract:** Feeding difficulties occur in approximately 25-45% of typically developing children and up to 80% of children with developmental delays (Patel, 2013). These result in limited oral intake, delayed oral motor skills, and restricted diets. This pilot feeding group describes an intensive oral sensory-motor treatment approach to addressing sensory-based feeding difficulties.

### Session Code: 8655
**PDH(s):** 15 Mins
**Level/Type:** Introductory/Research Submission
**Topic Area:** Swallowing and Swallowing Disorders (SLP)
**Title:** Right on Cue: A Systematic Review of Cue-Based Feeding in the NICU
**Presenter(s):** Leah Baumgart, Cally Orme, Megan Przybyla
**Abstract:** This study is a systematic review which examines the use of cue-based feeding for premature infants in the NICU. Five studies were appraised and analyzed. Results indicate support for the use of cue-based feeding to promote earlier transition to full oral feeding and hospital discharge.

### Session Code: 8656
**PDH(s):** 15 Mins
**Level/Type:** Introductory/Research Submission
**Topic Area:** Swallowing and Swallowing Disorders (SLP)
**Title:** The Influence of Continuing Education on Dysphagia Management & Practice Patterns of Speech-Language Pathologists
**Presenter(s):** Kasandra Cedergren, Dana Collins, Lynette Carlson
Abstract: This study is designed to replicate research completed by Dr. Helen Sharp and Dr. Joseph Shega in 2007. The purpose is to similarly describe the beliefs and practices of SLPs using percutaneous endoscopic gastrostomy (PEG) with patients diagnosed with advanced dementia and dysphagia and determine the influence of continuing education.

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<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: Would You Ever Leave Your Home Without Brushing Your Teeth? No!</td>
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<td>Presenter(s):</td>
<td>Valerie Weber</td>
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<tr>
<td>Abstract:</td>
<td>Research has shown that poor oral health can increase the risk of aspiration pneumonia in the elderly. In an effort to improve patient care, quality of life, decrease morbidity and mortality associated with aspiration pneumonia, an Oral Hygiene Policy and Education Program was established in an acute care setting.</td>
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<td>Voice and Alaryngeal Communication (SLP)</td>
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<td>Title: A Co-Treat Model for Treating Vocal Cord Dysfunction: Speech-Language Pathologist &amp; Certified Athletic Trainer</td>
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<td>Presenter(s):</td>
<td>Keri Jones, Kai Seshiki</td>
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<tr>
<td>Abstract:</td>
<td>SLP’s provide patients with multiple strategies to manage Vocal Cord Dysfunction. Certified Athletic Trainers often work with persons affected by Vocal Cord Dysfunction. Combining the knowledge and practice of these two allied health professionals is valuable in order to best serve this patient population.</td>
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<th>Session Code: 8660</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<td>Level/Type:</td>
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<tr>
<td>Intermediate/Professional Education</td>
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<td>Topic Area:</td>
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<tr>
<td>Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title: Is There a Relationship Between Amount &amp; Type of Exercise &amp; Perception of Voice Handicap?</td>
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<tr>
<td>Presenter(s):</td>
<td>Jennifer Levine</td>
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<tr>
<td>Abstract:</td>
<td>One hundred participants from a gym in New Jersey completed an 18-question survey designed by the principal investigator which analyzed the amount and type of exercise performed and a portion of the Voice Handicap Index (VHI) which examined the perception of their voices.</td>
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<th>Session Code: 8661</th>
<th>Date: Friday, November 18, 2016</th>
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<td>PDH(s): 15 Mins</td>
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<td>Topic Area:</td>
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<tr>
<td>Voice and Alaryngeal Communication (SLP)</td>
<td></td>
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<tr>
<td>Title: The Three Domains of the Pediatric Voice Handicap Index in Treatment Seeking Adolescent Vocalists</td>
<td></td>
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<tr>
<td>Presenter(s):</td>
<td>Kathryn Davidson, Mary Ragland, Jill Germana, Rebecca Coyne, Lisa Kelchner</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Delivering voice treatment to adolescent performer requires unique considerations, including an understanding of the patient’s assessment of their voice issues. The Pediatric Voice Handicap Index (pVHI) is used to measure a patient’s judgment of their vocal impairment. This study investigates the pVHI sub-scores of treatment seeking adolescent performers.</td>
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<th>Session Code: 8662</th>
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<td>PDH(s): 15 Mins</td>
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<td>Introductory/Professional Education</td>
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<td>Topic Area:</td>
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<tr>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: Getting in the AAC Game: Motivating Patients to Use AAC &amp; Avoid Device Abandonment</td>
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<tr>
<td>Presenter(s):</td>
<td>Caitlin Mueller</td>
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</table>
Abstract: Despite tremendous opportunities available in the area of high-tech AAC, many patients whose speech/language impairments make them excellent candidates to use devices are unmotivated to do so. This course examines common barriers for both the patient and family/caregiver, and strategies to move past them.

Session Code: 8663  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Initial Learnability & Familiarity With Icon Sequencing  
Presenter(s): Filip Loncke, Melanie Monsein, Zhaotiruo Dong, Bruce Baker, Hninn Khin, Kyi Win, Maddi Mitchell  
Abstract: The use of icon sequencing within AAC is geared at reaching effective speech generation and easy access. It is based on the hypothesis that it will be possible to learn and use the codes underlying the system. This proposal compares a semantics-oriented with a motor pattern - oriented approach.

Session Code: 8664  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: School-Age Children With Highly Unintelligible Speech: A New Mexico Survey  
Presenter(s): Cathy Binger, Nathan Bickley, Esther Babej  
Abstract: Public school SLPs completed a demographic survey of school-age children with highly unintelligible speech. Eighty-seven percent of SLPs had at least one student with highly unintelligible speech on their caseloads (mean/caseload = 15%). Only 22% of these children received AAC specialist services, and 21% used low- or high-tech AAC solutions.

Session Code: 8665  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Using LENA to Measure Effects of a Speech Generating Device on Child Vocalizations  
Presenter(s): Shelley Bredin-Oja, Heather Fielding, Steven Warren  
Abstract: This two-part study investigated the use of the LENA® system to analyze child vocalizations during 30-minute sessions and the stimulable effects of a speech-generating device with six nonverbal children. Rate and complexity of vocalizations were compared between two alternating conditions and rate was compared between the LENA® software and transcribers.

Session Code: 8666  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Using Social Networking to Support Practitioners Serving Individuals With Complex Communication Needs  
Presenter(s): Alexandria Cook, Emily Quinn, Charity Rowland  
Abstract: Based on a well established and widely used assessment tool, the Communication Matrix Community (www.communicationmatrix.org) has served as a foundation for creating a diverse community around the goal of improving communication outcomes for students with complex communication needs. Learn how practitioners evaluate the community and its usefulness.

Session Code: 8667  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Attention to Isolated & Sequential Actions in Computer Screens to Children With Autistic Spectrum Disorder  
Presenter(s): Aline Tostes, Aline Citino Armonia, Ana Carina Tamanaha, Jacy Perissinoto
### Abstract
This correlated study the attention span in an activity presented on the computer screen with cognitive function of children with ASD. The results do not fully confirm the initial hypothesis and suggest that, regardless of the stimulus extension, children with ASD have difficulty in sustaining attention to the computer screen.

### Session Code: 8668
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Introducing the Longitudinal Study of Australian Students With Autism  
**Presenter(s):** Marleen Westerveld, David Trembath, Kate Simpson, Robyn Garland, Jessica Paynter, Susan Walker, Amanda Webster, Greta Ridley, Helen Heussler, Katrina Williams, Trevor Clark, Deb Keen, Jacqueline Roberts  
**Abstract:** This poster presents the aims, methodology and sample characteristics of the Longitudinal Study of Australian Students with Autism (LASA). The results from this 6-year-study will help clinicians, educators, and parents better understand and ultimately address the educational needs of students with autism, aged between 4 and 16 years of age.

### Session Code: 8669
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** The Efficacy of a Multimodal Camp Approach to Facilitating Social Skills in Children With ASD  
**Presenter(s):** Tenecia Trammel-Yeboah, Heike Lehnert-Lehouillier  
**Abstract:** Exploring evidence based modalities for the facilitation of social skills in high functioning children presenting with ASD, New Mexico State University took a multidisciplinary 1-2 week summer camp approach with a “Game On!” theme. Camp PALS-People Acquiring Language and Social Skills was evaluated over 3 years to assess efficacy.

### Session Code: 8670
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Validity Testing of a Social Communication Classification System of Functioning for Preschool Children With ASD  
**Presenter(s):** Briano Di Rezze, Paul Stratford, Peter Rosenbaum, Lonnie Zwaigenbaum, Mary Jo Cooley Hidecker, Helena Viveiros, Mary Law  
**Abstract:** We created an ASD functional classification system based on the WHO’s International Classification of Functioning, Health and Disability (ICF). This Autism Classification System of Functioning: Social Communication (ACSF:SC) is a 5-level descriptive system with demonstrated consistency in ratings of capacity and typical performance of preschoolers by parents and professionals.

### Session Code: 8671
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** Automated Speech Recognition: Advancing Our Perceptual Assessment of Cleft Lip/Palate Speech  
**Presenter(s):** Jason Lilley, Linda Vallino, Kathleen McGrath, H Timothy Bunnell  
**Abstract:** We report on the construction and evaluation of an automated speech recognition (ASR) system designed to be used as an objective measure of intelligibility for children with cleft lip/palate. A study comparing ASR-derived measure scores with those from human judges is described.

### Session Code: 8672
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** Caregivers Supporting Communication Milestones in Infants With Unrepaired Cleft Palate
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<tr>
<td>8673</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
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<tr>
<td>Presenter(s):</td>
<td>Sarah Vetter</td>
<td>Speech-Langage Pathology (SLP)</td>
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<tr>
<td>Title:</td>
<td>Instructional program design as guided by adult learning principles and theory was used in the development of an educational program for caregivers of infant children with unrepaired cleft palate. The program was piloted within a hospital practice setting; Results and clinical implications are discussed.</td>
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<td>8674</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
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<tr>
<td>Presenter(s):</td>
<td>Marziye Eshghi, Daniela Vivaldi, Jacqueline Dorry, Elizabeth Crais, David Zajac</td>
<td>Craniofacial and Velopharyngeal Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Parent Reported &amp; Observed Consonant Inventories of Young Children With &amp; Without Repaired Cleft Palate</td>
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<tr>
<td>Abstract:</td>
<td>This study investigated the correspondence between parent reported and observed consonant inventories of children with and without repaired cleft palate at 12, 14, and 18 months of age. Results will be discussed relative to the advantages and disadvantages of each approach.</td>
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<tr>
<td>8675</td>
<td>15 Mins</td>
<td>Introductory/Research Submission</td>
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<tr>
<td>Presenter(s):</td>
<td>Anna Karin Larsson, Johanna Schölin, Hans Mark, Rudi Jönsson, Christina Persson</td>
<td>Fluency (SLP)</td>
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<tr>
<td>Title:</td>
<td>Speech Production in Internationally Adopted Children With Unilateral Cleft Lip &amp; Palate at Age Three</td>
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<tr>
<td>Abstract:</td>
<td>The present study describes the speech production of three-year-old internationally adopted children with unilateral cleft lip and palate, and comparing it with same age Swedish-born children with the same type of cleft. This study found that the adopted children had more speech difficulties than the controls.</td>
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<td>8676</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
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<tr>
<td>Presenter(s):</td>
<td>Ai Leen Choo, Ho Ming Chow, Emily Garnett, Soo-Eun Chang</td>
<td>Fluency (SLP)</td>
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<tr>
<td>Title:</td>
<td>Modulating Neural Activity With Non-Invasive Brain Stimulation in Adults Who Stutter</td>
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<td>Abstract:</td>
<td>We conducted a before- and after- fMRI study examining the effects of non-invasive brain stimulation (HD-tDCS) on modulating activity in speech-motor areas. Active stimulation of the left supplementary motor area modulated neural activity in speech relevant regions in adults who stutter.</td>
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<td>8677</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
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<tr>
<td>Presenter(s):</td>
<td>Elaine Kelman, Sharon Millard, Patricia Zebrowski</td>
<td>Fluency (SLP)</td>
</tr>
<tr>
<td>Title:</td>
<td>Palin Parent-Child Interaction Therapy: Predicting Outcome One Year Later</td>
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**Abstract:** Twenty six children who stutter (<7 years) received Palin Parent-Child Interaction therapy. Factors that predict outcomes one year later, based on the Palin Parent Rating Scales (impact on the child; severity of stuttering and impact on parents; parents’ knowledge of stuttering and confidence in managing it) will reported.

**Session Code:** 8678  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Perception of Repetitions in Speech  
**Presenter(s):** Anthony Buhr, Geoffrey Coalson

**Abstract:** This study investigates the perception of the frequency of repetitions, and whether this perception is influenced by word class (function versus content words) and utterance position (initial and non-initial positions).

**Session Code:** 8680  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** The Communication Attitude Test & Behavior Checklist for Adults Who Stutter: Normative & Psychometric Study  
**Presenter(s):** Autumn Nobles, Martine Vanryckeghem, Peixin Xu

**Abstract:** The Communication Attitude Test for Adults who Stutter (BigCAT) and Behavior Checklist (BCL) are sub-tests of the Behavior Assessment Battery (Vanryckeghem & Brutten, 2015). Both self-report tests differentiate PWS from PWNS based on their speech-associated belief and use of coping behaviors, have good internal reliability and discriminative value.

**Session Code:** 8681  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** The Effect of Emotion on Articulation Rate in Preschool-Age Children Who Stutter  
**Presenter(s):** Aysu Erdemir, Tedra Walden, Caswell Jefferson, Dahye Choi, Robin Jones

**Abstract:** Pre-school age children who stutter (persistent and recovered, n=10 each) and their fluent peers (n=10) viewed three emotion-inducing movie clips (baseline, positive, negative) and produced a narrative following each clip, from which articulation rates were calculated. Results indicated between-group differences in articulation rate in response to emotional conditions.

**Session Code:** 8682  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Typical Disfluencies in the Speech of Spanish-English Bilinguals at 30 Months  
**Presenter(s):** Hannah Rowe, Tayler Corcoran, Shelley Brundage

**Abstract:** Typical disfluencies are common in conversation and serve many communicative functions. We present data on typical disfluencies in 30-month-old bilinguals and their monolingual controls. Frequency of disfluencies did not differ between groups; occurring 2-3% of the time during conversations with parents. In English, disfluency and language skills were significantly correlated.

**Session Code:** 8683  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Differences in Child Language Samples Elicited by a Parent vs. a Speech-Language Pathologist  
**Presenter(s):** Stacy Betz, Victoria Kappel
**Abstract:** Language samples are frequently used to assess child language. The language sample context can impact children's language production and subsequent interpretation of their language abilities based on the sample. This study investigated how the choice of communication partner, either a parent or SLP, impacted the child's language sample results.

**Session Code:** 8684  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Does an Examinee's Gender Influence SLP Recommendations?  
**Presenter(s):** Allan Smith, Amanda Durell, Michaela Stanton  
**Abstract:** SLPs provided recommendations based on diagnostic evaluations. The SLPs were unaware that the evaluations were fictional. The variable of examinee gender was controlled by changing the name printed on the evaluations (e.g., Natalie vs. Nathan). Results are discussed in terms of possible biases related to the gender of the examinee.

**Session Code:** 8687  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Narrative Skills in Korean-Speaking Bilingual Children: A Qualitative Study  
**Presenter(s):** Euna Paik, In-Sop Kim  
**Abstract:** The purpose of this study is to provide preliminary information on features of both Korean and English narratives of bilingual children. Background information will be presented in order to describe a framework for assessing the narrative abilities of Korean-speaking bilingual children.

**Session Code:** 8688  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Parent Beliefs About Technology: A Comparison of Homeschool & Formal Education Families  
**Presenter(s):** Eli Skelton, Fran Hagstrom  
**Abstract:** This session reports on a project designed to gain information about how technology is used to assist learning. An online questionnaire was completed by parents of children who were either homeschooled or enrolled in formal education. Results indicated technology was used across educational settings but valued more by homeschool parents.

**Session Code:** 8689  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Persuasive Writing: Comparison of SLP Measures & Teacher Scoring Method  
**Presenter(s):** Andrea Burcham, Jayne Brandel, Karmen Porter
Abstract: Persuasive writing samples of 14 fourth-, fifth-, and sixth-grade students were analyzed utilizing measures traditionally used by SLPs and those used by teachers. Implications for the role of school-based SLPs in providing intervention within the context of expository writing tasks and its relevance to classroom performance will be discussed.

Session Code: 8690  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Phonological & Semantic Competition in Spoken Word Recognition by Children With SLI  
Presenter(s): Katsiaryna Aharodnik, Georgia Drakopoulou, Grace Kim-Lambert, Karece Lopez, Bernadette Ojukwu, Erin Reilly, Iris Strangmann, Richard Schwartz  
Abstract: We examined within- and cross-semantic and phonological activation during spoken word recognition using eye-tracking. Children with SLI (n = 9; 9;4) exhibited fewer fixations on phonologically and semantically competitors than their TLD peers (n = 12; 8;9) suggesting limitations in their mental lexicon and access.

Session Code: 8692  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Spelling, Phonological Awareness & Cognition in Dyslexia  
Presenter(s): Amy Conway, Lori Altmann, Tim Conway  
Abstract: Can we predict who will be a good speller? In dyslexia, spelling difficulties are nearly universal. This study shows that spelling in children with dyslexia is related to age, phonological awareness, cognitive abilities, and spelling performance.

Session Code: 8693  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Technology Rules! Statewide Training for School-Based SLPs Using ... Google?!  
Presenter(s): Ashley Meaux, Janet Norris  
Abstract: During one school year, eight 90-minute e-Learning modules were designed to provide specific information, strategies, and materials in the area of language and reading to school-based SLPs. The goal was to enable SLPs to make greater use of literacy interventions to improve the educational outcomes of students with language disorders.

Session Code: 8695  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: A Literature Review of the Importance of Music Therapy for Individuals With Dementia: A Proposal  
Presenter(s): Lisa-Marie Serrone, Linda Carozza  
Abstract: Non-pharmacological approaches for suppressing concomitant symptoms of dementia have become highly debated and researched for their usefulness. Music therapy is one such therapy. A proposal was created to research the potential relationship between music therapy and its effect on individuals with dementia. A literature review and observations fulfilled this task.

Session Code: 8696  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Addressing Sentence Production in a Person With Aphasia  
Presenter(s): Christina Agostini, Morgan Bowser, Angela Burda
## Abstract

Persons with aphasia often have difficulty producing sentences that contain the appropriate content and are grammatically correct. A single-subject, multiple baseline study was completed with a person with anomic aphasia. Targeting improved production of verbs was used as a vehicle to address sentence production. Improvements in treated verbs have occurred.

### Session Code: 8697  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Communication Skill Training for Caregiver of Persons With Aphasia  
Presenter(s): Hana Kim, Charles Ellis

### Abstract

Caregivers of persons with aphasia (PWA) can provide substantial support to facilitate optimal aphasia outcomes. We completed a comprehensive review to describe the effects of caregiver education on PWA. Evidence shows that communication focused education for caregivers improves communication and offers psychological support for PWA.

### Session Code: 8698  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Developing an Arabic Screening Test for Adult-Onset Chronic Dysphasia  
Presenter(s): Tamer Abou-Elsaad, Hemmat Baz, Tamer Belal, Sara ElSherbeny

### Abstract

An Arabic test battery was developed to screen the affected language parameters, type and severity among adult-onset chronic dysphasic patients. The test demonstrated statistically high reliability and validity. The sensitivity and specificity of the test was 100% with cut-off points scores were 55 for educated and 45 for illiterate patients.

### Session Code: 8699  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Effectiveness of the Name That! PCA App in Persons With Aphasia  
Presenter(s): Angela Burda, Rachel Hoeger, Tessa Johnson, Jenna Lyons, Jordyn Worthington

### Abstract

The Name That! PCA app uses phonological component analysis to target naming deficits in persons with aphasia. The app includes phonological cues (e.g., initial sound, rhymes) to aid clients in naming pictures. Effectiveness of this app was investigated in four adults with aphasia. Initial results indicate an improvement in naming.

### Session Code: 8700  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Effects of Epilepsy on Language Functions: Results of Scoping Review & Data Mining  
Presenter(s): Manaswita Dutta, Laura Murray, Wendy Miller, Doyle Groves

### Abstract

This study involved a scoping review to identify possible gaps in the empirical description of language functioning in epilepsy. With access to social network data, data mining was used to determine if adults with epilepsy are expressing language-related concerns.

### Session Code: 8701  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Implementing a Client’s Narrative Participation Goal in Aphasia Therapy Using Telepractice  
Presenter(s): Robin Pollens, Sandra Glista, Anna Larner, Victoria Noack, Stephanie Kimble, Nicole Sadocha
Abstract: This poster demonstrates a therapeutic process facilitating one individual’s goal of creating and orally presenting an aphasia personal narrative. Including participation goals chosen by the client and developing personal narratives are highlighted. The client's perspectives of goals, treatment, and outcomes are provided to demonstrate the value of collaborative treatment.

**Session Code:** 8702  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Improving Single-Word Production Using a Game-Based Computerized Approach: Single Subject Training Studies  
**Presenter(s):** S. Katherine Pensa, Dirk Den Ouden  
**Abstract:** One speaker with Apraxia of Speech and one speaker with aphasia will be trained with a video-game-based program targeting accuracy and timing of single-word speech production. Speech recognition software provides immediate and trial-specific feedback. We will study participant characteristics affecting treatment outcome and generalization to connected speech and quality-of-life measures.

**Session Code:** 8705  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Quality of Life & Aphasia: The Intersection Between Speech Therapy, Identity & Reflection  
**Presenter(s):** Sara Swierczynski, Ana Claudia Harten  
**Abstract:** This study investigates techniques speech-language pathologists may use when working with persons with aphasia (PWA) to address the impact of aphasia on the PWA’s everyday life. This study also explores the concept of reflection in aphasia therapy in order to introduce this topic into the current speech-language therapy discourse.

**Session Code:** 8706  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Role of Speech-Language Pathologists in Developing Models of Education for Neuro-Oncology Patients  
**Presenter(s):** Molly Singleton-Coyne, Siobhan Burns  
**Abstract:** Education in neuro-oncology rehabilitation is an important treatment aspect. The unique role of speech language pathologists in developing this education and challenges posed by providing education to this specific population, will be highlighted. The development of a survey for therapists to report their training in neuro-oncology education, will be described.

**Session Code:** 8707  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Strokes of a Pen: Writing & Public Speaking Group for Individuals With Acquired Brain Injury  
**Presenter(s):** Laura Glufling-Tham, Joanne Lasker, Ayaka Masumoto, Lisa Boldini, Eve Conti  
**Abstract:** Individuals with mild aphasia experience challenges expressing themselves in writing and difficulties speaking on a topic without preparation. We present outcomes from a group designed to assist them in writing personal narratives and then presenting narratives orally within a group setting. Results reveal improved written narratives and self-ratings of skills.

**Session Code:** 8708  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Temporal Aspects of Global Coherence in Early Stage Parkinson’s Disease  
**Presenter(s):** Ashley Ritter, Patrick Briley, Charles Ellis
### Abstract
Studies suggest expressive language deficits exist among individuals with Parkinson’s disease (PD) a condition associated with motor impairments. This study was designed to examine the influence of early stage PD on global coherence. Greater but non-significant declines in global coherence was observed among individuals with PD compared to controls.

### Session Code: 8709
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** The Role of Spirituality in Aphasia Recovery  
**Presenter(s):** Jacqueline Laures-Gore, Penelope Lambert, Ann Kruger, Jennifer Love, Don Davis  
**Abstract:** The current study explores the relation between spirituality and aphasia recovery. Thirteen adults living with aphasia participated in ethnographic interviews regarding their spiritual beliefs and communication recovery. Most of the participants cited a higher power as key to their survival and recovery.

### Session Code: 8710
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** The Use of Written Naming & Repetition to Treat Naming Deficits in Aphasia  
**Presenter(s):** Emily Bakken, Naomi Hashimoto  
**Abstract:** The purpose of this study was to compare the benefits of two different therapy approaches, repetition only versus repetition and written naming, to improve spoken picture naming abilities in individuals with aphasia. A multiple-baseline design across stimuli was used in two participants who had superior written to spoken naming abilities.

### Session Code: 8711
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Using Language Sample Analysis to Document Language Change in Chronic Aphasia  
**Presenter(s):** Melissa Richman, Sophia Santa Cruz  
**Abstract:** The results of language sample analysis of 30+ individuals with chronic aphasia will be presented to illustrate the range and depth of language changes that can be captured using Computerized Language Analysis (CLAN). This analysis will provide an alternative to standardized testing to track progress for those with chronic aphasia.

### Session Code: 8712
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Verb Network Strengthening Treatment [VNeST] for Increasing Sentence Production in Broca’s Aphasia  
**Presenter(s):** Radhika Poovayya, Bhagya Shivkumar  
**Abstract:** In this case study, an individual with moderate Broca’s aphasia and apraxia and limited verbal expression was treated with VNeST (Edmonds, Nadeau, & Kiran, 2009). Results indicated that correct information units (CIUs) improved to from one CIU to an average of 6 CIUs for the picture description task.

### Session Code: 8713
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** Longitudinal Use of Language by Activity for Toddlers With Suspected Language Delay  
**Presenter(s):** Rachel DiNaso, Kari Lien, Nancy Scherer
Abstract: The purpose of this study was to use the Language Environment Analysis (LENA) observations of children’s language use in their natural environments across different activities and settings (preschool and home) completed at two points a year apart.

Session Code: 8714  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: Not All Prepositions Are Created Equal: Grammaticality in Spanish-Speaking Children With SLI  
Presenter(s): Amber Stansbury, Donna Jackson-Maldonado  
Abstract: This study characterized the usage of prepositions in a group of 4-6 year old Spanish-Speaking children with Specific Language Impairment (SLI) using a story retail task. Children with SLI differed from the typically developing group in both the use of prepositions and the function of the prepositions used.

Session Code: 8715  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: Picture This: Understanding the Expressive Vocabulary Error Patterns of Children With Developmental Disabilities  
Presenter(s): Meredith Canty, Juliana Hirn, Jacqueline Towson, Tianna Floyd  
Abstract: The results from expressive vocabulary tests given to preschool children with developmental disabilities will be analyzed to determine the types of semantic errors and the correlation of those errors to their overall language ability. This study will help speech-language pathologists determine appropriate interventions when working with this population.

Session Code: 8716  
PDH(s): 15 Mins  
Level/Type: Advanced/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: Risk Factors for Speech & Language Disorders  
Presenter(s): Daniela Molini, Laís Ferreira  
Abstract: This study identifies the main risk factors associated with speech-language disorders in Brazilian children. Parents of 500 children answered 31 questions with risk factors related to family, child’s health and sociodemographic. Data were analyzed to describe the possible relationship between the variables and the speech-language diagnostics.

Session Code: 8717  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: Routines Do Matter! Qualitative & Quantitative Analysis of Parent-Child Interactions Using the LENA  
Presenter(s): Jane Puhlman, Kathryn Manley  
Abstract: Daily routines are often used as the context for targeting a child’s goals in EI. The LENA gives clinicians the opportunity to record and analyze the day, allowing access to several routines for clinical decision making. Using the LENA, qualitative and quantitative language comparisons are made across routines.

Session Code: 8718  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Title: The Home Environment: Influence on Language Development Using LENA Software  
Presenter(s): Helen Buhler
Abstract: LENa software enables professionals/caregivers to analyze contextual factors within children’s natural environment. Pre/post language samples were collected to evaluate the efficacy of a brief language development workshop to parents. Contextual factors influencing the linguistic performance of three case studies were also examined. Results will be discussed.

Session Code: 8719  Date: Friday, November 18, 2016  
PDH(s): 15 Mins  Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Comparisons of African American Children’s Story Retells  
Presenter(s): Lena Caesar, Judith Vander Woude, Marie Kerins, Kristen Kuiper, Liza Warners  
Abstract: This study’s goal was to determine the relationships among dialect density, narrative microstructures, and reading comprehension and fluency in African American school-aged children from two regions in the United States: Midwest and East Coast. Implications for the non-biased assessment of literacy and narrative skills will be addressed.

Session Code: 8720  Date: Friday, November 18, 2016  
PDH(s): 15 Mins  Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: An Exploratory Analysis of Reading Development in Chinese-Speaking Children With Hearing Loss  
Presenter(s): Yi-Chih Chan  
Abstract: This study aimed to explore reading development in Chinese-speaking children with hearing loss (HL). Specifically, this study looked at the differences in reading comprehension, character recognition, phonetic radical awareness and semantic radical awareness between these children and their normal-hearing peers. Additionally, HL children were also assessed on their linguistic comprehension.

Session Code: 8721  Date: Friday, November 18, 2016  
PDH(s): 15 Mins  Location/Room: CC/Hall B  
Level/Type: Intermediate/Professional Education  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Effects of a Consultative Coaching Approach on Preschool Teachers’ Use of Dialogic Reading Strategies  
Presenter(s): Shubha Kashinath, Cindy Esquivias  
Abstract: This session will describe the effects of a consultative-coaching approach on teacher implementation of dialogic reading strategies. Three preschool teachers in a high-poverty neighborhood were taught to use dialogic reading strategies with children during daily circle time. Effects of the intervention and directions for future research will be discussed.

Session Code: 8722  Date: Friday, November 18, 2016  
PDH(s): 15 Mins  Location/Room: CC/Hall B  
Level/Type: Introductory/Research Submission  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Reading Attitudes on Language & Literacy Performance in Young Spanish-Speaking English Learners  
Presenter(s): Clariebelle Gabas, Carla Wood  
Abstract: Reading attitude plays an important role in overall reading achievement. This study examines the relationship between reading attitude and language and literacy outcomes in Spanish-speaking English learners (ELs) in kindergarten and first grade. Findings and implications for best practice when working with Spanish-speaking ELs will be discussed.

Session Code: 8723  Date: Friday, November 18, 2016  
PDH(s): 15 Mins  Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: Rhyme Awareness in Children With Cochlear Implants  
Presenter(s): Linye Jing, Katrien Vermeire, Andrea Mangino, Christina Reuterskiold
### 2016 ASHA Convention Program Sessions

**Abstract:** This study investigates whether rhyme awareness in children with cochlear implants is subject to the neighborhood density effect, which is found in typically developing children. Results of the study shed light on these children’s developmental trajectory of phonological awareness; a key predictor of children’s reading ability development.

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<th>Session Code: 8724</th>
<th>PDH(s): 15 Mins</th>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
<td>Title: The Effect of Digital Media on Emergent Literacy Skills: A Systematic Review</td>
<td>Presenter(s): Ciera Mills, Gilson Capilouto</td>
<td>Abstract: This review examined effectiveness of digital media on emergent literacy skills: alphabet knowledge, print awareness, and phonological awareness for children birth to four. Search of the literature identified 13 studies that met the pre-determined inclusion criteria. Results found specific features of digital media that positively impact emergent literacy skills.</td>
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<th>Session Code: 8725</th>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Title: Articulatory Range of Movement in Individuals With Dysarthria Secondary to ALS</td>
<td>Presenter(s): Jimin Lee, Michael Bell, Ana Daccach</td>
<td>Abstract: Range of tongue, lower lip, and jaw movement during the Rainbow Passage were examined in 14 individuals with dysarthria secondary to amyotrophic lateral sclerosis (ALS). Overall movement range of tongue tip and body, particularly in the anterior-posterior dimension was significantly correlated with speech intelligibility, speaking rate, and bulbar function rating.</td>
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<th>Session Code: 8726</th>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Title: Outcomes of an Intensive Treatment Program for Childhood Apraxia of Speech</td>
<td>Presenter(s): Jordan Bills, Jodi Kumar, Cynthia Core</td>
<td>Abstract: This study examined the effectiveness of a combined treatment approach of Dynamic Temporal and Tactile Cueing with Core Vocabulary for children with childhood apraxia of speech. Participants received intervention as part of the Childhood Apraxia and Motor Planning (CHAMP) Camp at The George Washington University.</td>
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<tr>
<td>Level/Type: Introductory/Research Submission</td>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Title: Speech &amp; Nonspeech Motor Control of Prosody by Individuals With Congenital &amp; Acquired Dysarthria</td>
<td>Presenter(s): Jonathan Brumberg, Jill Thorson, Kevin Pitt, Rupal Patel</td>
<td>Abstract: Congenital (i.e., due to cerebral-palsy), versus acquired (i.e., due to amyotrophic lateral sclerosis) dysarthria present with notable differences in the production of prosody. This study aims to assess how perceptual differences between these groups may influence prosodic production through comparisons of productions using vocal and non-vocal means via computer interface.</td>
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<th>Session Code: 8728</th>
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<tr>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Title: The Effect of MLG Dosage Differences on Speech Outcomes in AOS: Is Less Practice Better?</td>
<td>Presenter(s): Joanne Lasker, Brittany Sorice</td>
<td>Abstract:</td>
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# 2016 ASHA Convention Program Sessions

**Abstract:** MLG is a hierarchical motor learning treatment designed to improve speech production in clients with AOS. In this single-case study, web-based MLG treatment improved production for both low-practice and high-practice training items, in comparison with untrained probes. Items practiced less frequently (low-dosage) improved more than high-dosage items for this client.

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<td>Topic Area: Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title: The Effectiveness of CAAST: A 10-Week Study</td>
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<td>Presenter(s): Taylor Bulman, Julie Hart, John Pickering</td>
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**Abstract:** Apraxia of speech (AOS) and nonfluent aphasia significantly disrupt overall communication and often co-occur. Despite the high co-occurrence, there is limited research on a combined treatment approach. The present case study investigated the effectiveness of Combined Aphasia and Apraxia of Speech Treatment (CAAST), with positive results for

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<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Adult Word Learning as a Function of Neighborhood Density</td>
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<td>Presenter(s): Skott Jones, Cassandra Stolting, Taryn Carlson</td>
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**Abstract:** This study explored the impact of neighborhood density on adult word learning using a lecture format. Findings revealed a dense versus sparse word advantage when stimuli were presented auditorily; when simultaneous auditory and orthographic information was presented, no effect of neighborhood density was found.

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<tr>
<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Do Adults Use Neighborhood Density &amp; Phonotactic Probability to Deduce Grammatical Class?</td>
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<td>Presenter(s): Jill Hoover</td>
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**Abstract:** This study discusses noun-verb phonological differences through the vantage point of neighborhood density and phonotactic probability. We present data suggesting that adults use both statistical regularities to infer grammatical class during word and sentence level grammatical class prediction tasks. Theoretical implications for processing grammatical class will be discussed.

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<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Girl Power: The Female Advantage in Language Development From 7-24 Months &amp; Why It Matters</td>
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<td>Presenter(s): Candace Nuzzo Michiels, Rochelle Newman, Nan Bernstein Ratner</td>
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**Abstract:** We studied language acquisition in 125 children (61 boys) at 7, 10-11, 18, and 24 months. Despite controversy about the “female advantage” in development, we found that girls performed significantly better on at least one or more measure of expressive language at three of four time points.

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<tr>
<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: How Identifiable Are Voice Emotions Produced by Children With Cochlear Implants?</td>
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<td>Presenter(s): Sara Damm, Monita Chatterjee</td>
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</table>
### Abstract
The focus of this study is the recognizability of emotions produced by pre-lingually deaf, school age children with cochlear implants (CCI). Results indicate that younger children with normal hearing have the greatest difficulty identifying the intended emotion in CCI’s productions. The findings have implications for social development in CCI.

### Session Code: 8734
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** The Noisy Channel Model & Sentence Processing in Individuals With Simulated Hearing Loss  
**Presenter(s):** Kristen Nunn

**Abstract:** Recent research (Gibson et al., 2015; Warren et al., 2015) provides evidence that individuals with and without aphasia maintain uncertainty about linguistic input and partake in rational sentence inferencing. The present study aims to understand how individuals with simulated hearing loss adjust to increased uncertainty in the linguistic signal.

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### Session Code: 8735
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** An Investigation of Vowel Acoustics & Speech Intelligibility in Children With Hearing Loss  
**Presenter(s):** Kevin Reilly, Jillian McCarthy Maeder, Shannon Swartz, Amanda McRoy, Morgan Ashworth

**Abstract:** The present study examines the relationship between vowel acoustics speech intelligibility in typically developing children and children with speech impairments secondary to hearing loss. Speech production data are obtained during a range of speaking tasks and intelligibility ratings are derived from multiple listening conditions.

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### Session Code: 8736
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Describing School-Based Therapy for Children With Speech Sound Disorder With & Without Concomitant Language Impairment  
**Presenter(s):** Kelly Farquharson, Sherine Tambryaja, Mary Beth Schmitt, Laura Justice

**Abstract:** This study examined the service delivery and duration of school-based therapy sessions experienced by children with speech sound disorder. Differences with respect to duration and therapy techniques between children with and without concomitant language impairment were investigated.

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### Session Code: 8737
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Characterizing Dysphagia in Parkinson’s Disease Using a Standardized Metric  
**Presenter(s):** Taylor Kreis, Karen Hegland

**Abstract:** The goal of this study was to use the Modified Barium Swallowing Impairment Profile (MBSImP) to characterize the swallowing function of people with Parkinson’s disease (PD). We hypothesized that MBSImP pharyngeal phase components would be the most impacted in this patient population, and correlate significantly to the penetration-aspiration score.

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### Session Code: 8738
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Effects of Bolus Size on Swallow Safety: A Systematic Review  
**Presenter(s):** Karen Rizzo, Natalie Day, Morgan Helser, Isla Katz, Leah Mong, Donna Scarborough
**Abstract:** The regulation of bolus volume is commonly recommended to facilitate safer swallowing. However, the body of evidence on modifying bolus volume is limited. The purpose of this systematic review is to appraise the external evidence supporting the recommendation of regulating liquid bolus size to reduce aspiration in individuals with dysphagia.

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<th>Session Code: 8739</th>
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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: Laryngeal Closure During the Pharyngeal Swallow in Patients With Cortical &amp; Subcortical Stroke</td>
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<td>Presenter(s): Taek Park, Youngsun Kim</td>
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**Abstract:** This study examined initiation and duration of laryngeal closure in stroke patients with cortical and subcortical lesions. Patients with subcortical lesions showed delayed initiation of laryngeal closure compared to patients with cortical lesions. There was no difference of laryngeal closure duration between stroke patients with cortical or subcortical lesions.

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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: The Effect of LSVT to Treat Oro-Pharyngeal Dysphagia in Idiopathic Parkinson's Disease: A Case Study</td>
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<td>Presenter(s): Leigh Pfeiffer, Balaji Rangarathnam</td>
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**Abstract:** This presentation is a case study examining the effect of the Lee Silver Voice treatment method in treating impairments of physiology during the oral and pharyngeal stages of swallowing in an individual with idiopathic Parkinson's disease. Results are discussed in the perspective of changes in sub-glottal pressure for airway protection.

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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: Tongue Muscle Performance in Relation to Measures of Body Composition &amp; Bone Mineral Density</td>
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<tr>
<td>Presenter(s): Heidi VanRavenhorst-Bell, Kathy Coufal, Jennifer Pinkston, Jeremy Patterson</td>
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**Abstract:** Body composition and bone mineral density are associated with functional abilities to perform daily tasks (i.e., walking). Recently, researchers have begun exploring such a relationship with tongue muscle performance. This study sought to determine whether measures of body composition and bone mineral density are associated with tongue strength and endurance.

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<td>Title: Wine Tasting in a Person With Isolated Congenital Aglossia, Average Naive Taster &amp; Sommelier</td>
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<tr>
<td>Presenter(s): Betty McMicken, Kristin Mahood, Long Wang, Cheryl Rock</td>
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**Abstract:** Previous studies have confirmed discrimination of single-taste solutions in isolated congenital aglossia (ICA). This study investigated discrimination of complex features in wine by a person with ICA, an average naive taster and a sommelier. Findings indicate discrimination of wine samples by amateur tasters with or without a tongue was similar.

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<th>Session Code: 8743</th>
<th>Date: Friday, November 18, 2016</th>
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<tr>
<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title: Innovative Alternative Approach to Voice Restoration Following Total Laryngectomy: A Case Study</td>
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<tr>
<td>Presenter(s): Marisa Policicchio, Kelli Linder, Caroline Deskin</td>
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</table>
### Abstract:
Following a TL and TEP, Mr. L was unable to produce TE speech due to his large and irregular shaped stoma, fibrotic cervical neck and impaired bilateral upper extremity range of motion. An SLP and prosthetist developed an innovative base plate with HME to provide vocal and pulmonary rehabilitation.

### Session Code: 8744  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  

**Level/Type:** Introductory/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Vocal Danger Zone in Teaching Education Majors  
**Presenter(s):** Karlie McGraw, Maria Claudia Franca  
**Abstract:** The purpose of this study was to investigate indications of vocal risk in Teacher Education majors using the survey “Are you in the Vocal Danger Zone?” available at the Voice-Academy website, University of Iowa. Results yielded promising preliminary data regarding the effects of vocal and lifestyle habits on the voice.

### Session Code: 8745  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  

**Level/Type:** Introductory/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Augmentative Communication & Empowerment Supports (ACES) Summer Institute at Temple University  
**Presenter(s):** Kathryn Helland  
**Abstract:** ACES is a summer institute for young adults users of AAC. Located at Temple University, this program will support the acquisition of skills, including communication and computer-use, to increase independence. Participants will attend class, listen to guest lecturers, and take part in the vibrant life of the TU campus.

### Session Code: 8746  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  

**Level/Type:** Introductory/Research Submission  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** “Book Buddies”: Using the iPad to Support Peer Interaction for Preschool Children With ASD  
**Presenter(s):** Michelle Therrien, Janice Light  
**Abstract:** This session presents the results of an investigation into the effects of a social interaction intervention on communicative turns and engagement for children with autism spectrum disorders and peers without disabilities. Visual scene displays programmed on the iPad and a dyad-focused training are the key elements of the intervention.

### Session Code: 8747  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  

**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** AAC & Language in the Classroom: Building Competent Communicators  
**Presenter(s):** Marlene Cummings, Stacey Fox  
**Abstract:** Imagine the impact of a set of strategically designed “toolboxes” containing research-based, field-tested, and user-friendly strategies. This session will describe an implementation framework with the flexibility to support early language intervention as well as a comprehensive implementation model supporting AAC and language for students with complex communication needs.

### Session Code: 8748  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  

**Level/Type:** Introductory/Research Submission  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** AAC Services in the Schools: Parent & Administrator Perspectives  
**Presenter(s):** Cathy Binger, Kelli Isakson, Raleigh Kyablue, Claire McNallen
Abstract: To provide effective AAC services, we need to understand the perspectives of a range of stakeholders. Toward that end, we conducted focus groups with families of children who use AAC and public school administrators to identify current strengths and barriers in New Mexico.

Session Code: 8749  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Coordinating Goals & Preferences to Promote Use of Technology in Aphasia: A Case Presentation  
Presenter(s): Lee Robison

Abstract: Consideration of patients’ goals and preferences is crucial in treatment planning for the development of a high technology communication system otherwise non-use could occur. This case presentation considers two communication systems for a patient with non-fluent aphasia, how a device can be used for home practice activities and hobby exploration.

Session Code: 8750  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Got Competency? An Immersive Augmentative & Alternative Communication Training Protocol  
Presenter(s): Nerissa Hall, Hillary Jellison

Abstract: An individual’s successful use of AAC is influenced by their speech pathologist. The literature details the need for both AAC coursework and fieldwork. This presentation details a 6-week immersive training protocol for preprofessional clinicians, and the data gathered on their skill acquisition and perceptions about the learning opportunity.

Session Code: 8751  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Reading Acquisition & Young Aided AAC Users: From Theory to Practice  
Presenter(s): Margaret Vento-Wilson

Abstract: Research into the complex world of AAC and reading acquisition reveals a series of confounding issues that have persisted over time. However, the importance of this skill for young aided AAC users mandates a call to action in the field of speech-language pathology, both broadly and in individual clinical practice.

Session Code: 8752  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Taking Your High Tech Icons to the Next Level  
Presenter(s): Audi Cathcart, Lisa Haynes

Abstract: This session will demonstrate how the use of video icons, while incorporating three specific strategies, may be used to propel clients into learning targeted behaviors and communication.

Session Code: 8753  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Normative Data for the Theory of Mind Inventory-2 (ToMI-2)  
Presenter(s): Samantha Taylor, Tiffany Hutchins, Patricia Prelock
Abstract: The purpose of this study was to develop normative data for the Theory of Mind Inventory – 2, a standardized assessment tool designed to measure a wide range of social cognitive understandings. The tool can be used to guide treatment for children with various disorders and challenges, including ASD.

Session Code: 8754
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Autism Spectrum Disorders (SLP)
Title: Oral Health in Verbal & Nonverbal Children With ASD
Presenter(s): Cibelle Amato, Thais Santos, Mariana Grillo, Leticia Tomazoli, Ingrid Sun, Isabela Gibello, Milene Barbosa, Vanessa Sugawara, Ana Carolina Cortez, Fernanda Dreux
Abstract: The aim of the present study was to gather information about oral hygiene and dental care habits of children with ASD attending speech-language specialized therapy and verify if there is a significant difference between verbal and non-verbal children in what regards to their oral health habits.

Session Code: 8755
PDH(s): 15 Mins
Level/Type: Advanced/Research Submission
Topic Area: Autism Spectrum Disorders (SLP)
Title: Prosodic Assessment for Minimally Verbal & Nonverbal Children & Adolescents With Autism
Presenter(s): Jill Thorson, Steven Meyer, Daniela Plesa-Skwerer, Rupal Patel, Helen Tager-Flusberg
Abstract: The Assessment of Prosody analyzes basic prosodic perception and production abilities of minimally verbal and nonverbal children and adolescents with autism spectrum disorder. The goal is to create an assessment to quantify prosodic competence and performance of individuals who are eligible for music-motor based intervention therapies.

Session Code: 8756
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Autism Spectrum Disorders (SLP)
Title: The Use of Metalinguistic Verbs in Conversation by a Student With Autism During Narrative Intervention
Presenter(s): Mary Ann Hammon, Shea Long, Megan Israelsen, Meredith Zemke, Mark Lindstrom, Sandra Gillam
Abstract: The purpose of this project was to assess whether a program designed to improve narrative proficiency was effective for improving the use of metalinguistic verbs in conversational discourse for a 10-year old male with Autism. Results showed that the participant used consistently used metalinguistic verbs in conversation during narrative intervention.

Session Code: 8757
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Cleft Palate in the U.S.: Sociodemographic Characteristics & Cost of Care
Presenter(s): Eshan Pua, Jamie Perry, Charles Ellis
Abstract: Cleft palate is a rare condition that occurs in more than 2600 babies annually in the US. In this presentation, we use national data from the Healthcare Cost and Utilization Project (HCUP) from 2012 to describe the sociodemographic characteristics and cost of care of children with cleft palate.

Session Code: 8758
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Speech & Language Development in Children With Repaired Cleft Palate: A Growth Curve Analysis
Presenter(s): Kari Lien, Nancy Scherer, Ann Kaiser, Jennifer Frey
Abstract: This study evaluated speech and language development of 38 children with repaired cleft palate ages 15 to 36 months using growth curve modeling across four assessment points. Profiles of early speech and language development were determined, and child, parent, and intervention characteristics related to differences in the profiles were explored.

Session Code: 8759
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Speech Outcome for Cleft Lip/Palate Patients From Speech Camps
Presenter(s): Kalyanee Makarabhirom, Benjamas Prathanee, Tawitree Pumnum
Abstract: Objective: To compare the Speech Therapy Outcome for Cleft Lip/ Palate Patients from Speech Camps Methods: 29 children with surgery repaired were registered to speech camps. Their speech sounds were assessed and treated by the SLP, observed by speech assistants. Results: significant improvement of misarticulation sounds after speech camp.

Session Code: 8760
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Tales From the Front: Unique Cases at an Urban Academic Craniofacial Center
Presenter(s): Karen Tessler
Abstract: The author will review 3 unique and complex patients that presented at the Rush University Craniofacial Center. A specific examination of the patients' case histories, and information regarding their syndromes will be outlined. A team approach to differential diagnosis and specific patient and family centered care will be highlighted.

Session Code: 8761
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Communication Attitude of Preschool & School-Age Greek-Speaking Children Who Do & Do Not Stutter
Presenter(s): Katerina Ntourou, Dimitris Marousos, Maria Paphiti, George Fourlas, Martine Vanryckeghem
Abstract: This study provided normative data for the Greek translation/adaptation of the Communication Attitude Test for Preschool and Kindergarten Children Who Stutter (KiddyCAT; Vanryckeghem & Brutten, 2007) and the Behavior Assessment Battery (BAB; Brutten & Vanryckeghem, 2007), and thus assessed the affective, behavioral, and cognitive dimensions of Greek-speaking children’s stuttering.

Session Code: 8762
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Fluency (SLP)
Title: Desensitization Through Humor: A Survey of Stand-Up Comedians Who Stutter
Presenter(s): Dale Williams
Abstract: To investigate desensitization to listener reactions, stand-up comedians who stutter were surveyed about their speech and comedy. Results indicated that strong desensitization emerges via humor, despite the continued existence of speaking fears. Clinical implications to be discussed. Interview and stand-up clips will be presented to illustrate survey results.

Session Code: 8763
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Outcomes of Stuttering Therapy: A Qualitative Approach
Presenter(s): Kelsey Dietrick, Megan Graber, Rodney Gabel
**Abstract:** This study utilized qualitative methods to explore outcomes of an intensive two-week stuttering treatment program. Four male participants participated in initial and final diagnostic interviews. The findings of the study showed an overall increase in the participants’ control over their stutter, as well as more positive feelings about stuttering.

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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Self-Stigma &amp; Speech Disruption Severity as Predictors of Quality of Life in Adults Who Stutter</td>
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<td>Presenter(s): Michael Boyle</td>
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<td>Abstract: This research study determined the extent to which self-stigma and self-rated severity of speech disruption are related to quality of life in a sample of 354 adults who stutter. Hierarchical regression was used to discover if self-stigma predicted quality of life above and beyond severity of speech disruption.</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Student Reflections of Pseudostuttering: A Qualitative Retrospective Study</td>
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<td>Presenter(s): Shannon Fischer, Charles Osborne, John Tetnowski</td>
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<td>Abstract: One hundred twenty-seven graduate students engaged in three separate public pseudostuttering interactions. Students worked in pairs, one pseudostuttered while the other observed. Both reflected on the experience. Over 380 student reflections were analyzed using thematic analysis to identify major themes and subthemes for both the speakers and the observers.</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Very Mild Stuttering vs. Disfluent Non-Stuttering Children: Diagnostic Utility of the Weighted Stuttering-Like Disfluencies Measure</td>
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<td>Presenter(s): Ai Leen Choo, Chelsea Johnson, Kelly Jones, Nicole Macker, Ho Ming Chow, Soo-Eun Chang</td>
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<td>Abstract: We examined whether the weighted SLD measure could reliably differentiate between children who do and do not stutter, even when frequency of stuttering symptoms are equivalent. We found higher weighted SLD scores in children with very mild stuttering, compared to children who do not stutter with high rate of disfluencies.</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Yiddish Translation of the Overall Assessment of the Speaker’s Experience of Stuttering</td>
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<td>Presenter(s): Chaim Greenberg, J. Scott Yaruss</td>
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<td>Abstract: This study examined the psychometric properties of a translation of the Overall Assessment of the Speaker’s Experience of Stuttering into Yiddish. The study was designed to explore whether individuals who stutter in the Orthodox Jewish community have different experiences associated with their cultural background.</td>
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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: A Test of the General Capacity Limitation Hypothesis in Children With SLI</td>
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<td>Presenter(s): Ronald Gillam, James Montgomery, Julia Evans</td>
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Abstract: A number of authors have suggested that children with SLI have a generalized limitation in cognitive processing capacity. Results of confirmatory factor analysis on data from 234 children were inconsistent with the hypothesis that a general capacity limitation interferes with information processing and language development in children with SLI.

Session Code: 8769  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Attention Deficit Hyperactivity Disorder: Enhancing the Understanding of ADHD on Executive Functioning in School-Age Students  
Presenter(s): Kenzie VanDerwerker  
Abstract: Many professionals view attention deficit and hyperactivity disorder as having problems including difficulty with sustained attention and increased distractibility. Additionally, individuals with ADHD also have deficits with executive functioning skills. This presentation dives into the effects of ADHD on executive functioning and the impacts of those deficits on learning outcomes.

Session Code: 8770  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Co-Occurring Diagnoses in Children With Selective Mutism  
Presenter(s): Joleen Fernald  
Abstract: Selective Mutism is such a challenging disorder to fully evaluate and treat because of the co-morbid disorders which co-occur with the diagnosis. This presentation will describe the co-occurring diagnoses in detail and offer team members who should be involved in the assessment and treatment of Selective Mutism.

Session Code: 8771  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Effects of Equine Assisted Therapy on Language Abilities of Children With Developmental Delays  
Presenter(s): Megan Koenigseder, Kimberly Frazier  
Abstract: The purpose of the current study was to examine the effects of equine assisted activities and therapies (EAAT) on the social skills and expressive language of children with developmental disabilities. Two participants engaged in 6 weeks of EAAT. Pre- and posttest measures will be presented.

Session Code: 8772  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Effects of Mother Tongue on the Second & Third Language Acquisition & Self-Esteem  
Presenter(s): Yumi Kim, Hayoung Kim, Minjung Lee, Dongsun Yim  
Abstract: Language acquisition has effects not only on one’s academic achievements but on one’s emotional development. The present study examined whether the mother tongue has positive correlation in learning the second and third language, and self-esteem. The data showed that the qualities of learning languages was related to self-esteem.

Session Code: 8773  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Electrophysiological Correlates of Working Memory Processes in Children With SLI  
Presenter(s): Baila Epstein, Klara Marton, Deniz Erol
Abstract: The current study employed behavioral and electrophysiological measures to examine how children with SLI update the contents of their working memory relative to typically developing children. An n-back task was used to compare WM skills under proactive versus retroactive interference. Preliminary findings suggest weaker resistance to interference in SLI.

Session Code: 8774
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Executive Function in School-Age Children With Cerebral Palsy: Relationship With Speech & Language
Presenter(s): Ashley Sakash, Katherine Hustad
Abstract: This study examined executive function (EF) and the relationship with speech and language in school-aged children with cerebral palsy (CP). Results suggest that children with CP have a high prevalence of EF deficits and that EF problems transcend speech and language abilities in these children. Implications will be discussed.

Session Code: 8775
PDH(s): 15 Mins
Location/Room: CC/Hall B
Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Pragmatic Competence of School-Age Children According to Their Vocabulary Abilities & Socio-Economic Status
Presenter(s): Hyein Jeon, Young Tae Kim, Seungha Song
Abstract: Sixty school-aged children from 1st to 3rd grade participated to investigate the pragmatic language ability depending on their vocabulary and social economic status (SES). Children who had similar vocabulary ability showed no significant difference in pragmatic ability regardless of their SES.

Session Code: 8776
PDH(s): 15 Mins
Location/Room: CC/Hall B
Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Test of Semantic Reasoning: Beyond Basic Vocabulary Assessment
Presenter(s): Beth Lawrence, Deena Seifert, Stacy Frauwirth
Abstract: Presenters will share the importance of vocabulary on academic performance; review who may be at risk for difficulties with the development of vocabulary and semantic reasoning skills; discuss the development of the construct of Semantic Reasoning; and then will introduce the TOSR, which provides insight into lexical and reasoning skills.

Session Code: 8777
PDH(s): 15 Mins
Location/Room: CC/Hall B
Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: The Effects of a Vocabulary Technique on Ninth-Grade English Learners Who Struggle With Literacy
Presenter(s): Kimberly Harrell
Abstract: The purpose of this study was to determine if a direct, explicit method of teaching vocabulary with a Vocabulary Scenario Technique (VST) would yield gains in the vocabulary knowledge of ninth grade English Learners. The VST is a detailed description of procedures intended to be used by SLPs or teachers.
### Abstract
This study uses a multiple baseline design to examine the effects of peer support interventions in work-based high school settings on the work and social skills of students with and without severe disabilities for post-school employment transition outcomes.

### Session Code: 8779  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Age & Language Recovery During Acute Inpatient Rehabilitation Stay  
**Presenter(s):** Liat Rabinowitz, Jamie Schmidt  
**Abstract:** Aphasia occurs in up to 40% of stroke cases. An understanding of the interaction between lesion-related and patient-related variables could better inform predictions for language recovery and team recommendations. This poster analyzes the influence of age on language recovery for adults with aphasia utilizing The Mississippi Aphasia Screening Test (MAST).

### Session Code: 8780  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Comparison of Temporal Aspects of Language Processing Between Adults With & Without Aphasia  
**Presenter(s):** Fatimah Hani Hassan, Brooke Hallowell  
**Abstract:** We compared proportion of fixation duration on target images (PFDT) between adults with and without aphasia as they listened to verbal stimuli while viewing multiple-image displays. Data were analyzed across incremental time windows. Between-group differences in PFDT were significant; timing of initial differences related to verbal stimulus length and complexity.

### Session Code: 8781  
**PDH(s):** 15 Mins  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Effect of tDCS on Patients With Logopenic Variant & Nonfluent Variant of Primary Progressive Aphasia  
**Presenter(s):** Kimberly Webster, Tushar Chakravarty, Bronte Ficek, Chiadikaobi Onyike, Constantine Frangakis, Argye Hillis, Kyrana Tsapkin  
**Abstract:** The present study validated previous results for generalization and sustained gains for tDCS relative to sham in patients with primary progressive aphasia and also showed that intervention gains of tDCS over the left IFG coupled with written language treatment were better sustained and generalized in the lvPPA than the nfvPPA.

### Session Code: 8782  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Effects of Replicating a Verb Network Strengthening Intervention at a Lower Dosage: A Case Study  
**Presenter(s):** Bridget Parkes  
**Abstract:** Many treatment studies describe methods that are unrealistic given fiscal, time, and resource constraints. To bridge the gap between research and clinical practice, it is important to validate treatments under more realistic conditions. The present study aims to replicate a verb intervention with the adaptation of a lower dosage.

### Session Code: 8783  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Embracing LPAA & Establishing Virtual Connections for PWAs Using Online Communities  
**Presenter(s):** Faye Stillman, Kate Williams, Lisa Haynes
Abstract: A review of a study that analyzes patients with aphasia’s communication confidence and connection with others, before and after the four-week study testing their participation in a closed Facebook group news club with other PWAs, their caregivers, and a remote SLP.

Session Code: 8784  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Identification of Cognitive Impairment After Acute Stroke Using the Montreal Cognitive Assessment  
Presenter(s): Sandra Stein, Elena Pace, Brian Olkowski, Geri Sanfillippo, Mandy Binning, Erol Veznedaroglu, Kenneth Liebman  
Abstract: The purpose of this study was to determine the feasibility and outcomes of using a standardized assessment tool (MoCA) to identify cognitive impairment in patients with acute stroke.

Session Code: 8785  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Images Captured & Used as Conversational Supports by People With Aphasia  
Presenter(s): Enoch Ulmer, Karen Hux, Jessica Brown, Tracy Cook, Christina Reeder  
Abstract: Individuals with aphasia may benefit from using self-captured photographs of daily events as supports during conversational interactions. This study’s purpose was to evaluate the number and content of captured photographs and their subsequent use during novel communication interactions. Results revealed highly individualized performance among five adults with chronic aphasia.

Session Code: 8786  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Advanced/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Listeners’ Identification & Evaluation of Korean Idiomatic Utterances Produced by Left- or Right-Hemisphere Damaged Individuals  
Presenter(s): Seung-yun Yang, Diana Van Lancker Sidtis  
Abstract: The dual-processing model of formulaic and novel language was investigated by examining listener’s abilities to identify, evaluate, and perceptually characterize the utterances produced by brain-damaged individuals and healthy controls. Results converge with the growing body of information on formulaic language leading to implications for rehabilitation of language disorders.

Session Code: 8787  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Multi-Source Qualitative Analysis of a Single Aphasia Camp Activity: Using Session Data to Inform Continuous Improvement  
Presenter(s): Thomas Sather, Jerry Hoepner, Ashley O’Connell, Shannon Riley, Mary Beth Clark, Michele Knutson  
Abstract: Multiple sources of information, for an extended aphasia camp activity, were analyzed qualitatively to better inform clinicians, staff and participants regarding the effective and ineffective components of the activity. Implications for activity planning extends to future camp sessions, the camp planning process, and to aphasia group and clinical practice settings.

Session Code: 8788  
Date: Friday, November 18, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Neuroplastic Mindfulness in Aphasia Recovery: Six Go-To Treatment Approaches
### Session Code: 8789
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Outcome Measures of Life Participation & Cognition: People With Aphasia & Care Partner Perspectives  
**Presenter(s):** Hsinhuei Chiou, Kristina Barton, Minde Pulvermacher, Nikki Neisen  
**Abstract:** This research project investigated the perspectives of a person with aphasia and their carepartner on life participation and cognition. Our study aimed to identify the similarities and differences in their perspectives using self-reported and aphasia friendly outcome measures. The results indicated similarities about life participation and differences about cognitive skills.

### Session Code: 8790
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Outcomes From a Community-Based Wellness Center for Aphasia  
**Presenter(s):** Amber Thiessen, Rita Justice, Stephanie Schmadeke, Lynn Maher  
**Abstract:** Presenters will discuss outcomes for 60 participants with aphasia from the Houston Aphasia Recovery Center (HARC), a community-based center for individuals living with chronic aphasia that employs a wellness model. The importance of wellness, resilience, and empowerment for individuals with aphasia will be discussed.

### Session Code: 8791
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Retrieval of Word Classes in Monolingual Tamil Speakers With Aphasia  
**Presenter(s):** Shahnaz Muzna, Dinushee Atapattu-Bakmeewewa  
**Abstract:** The study investigates word retrieval in monolingual Tamil Speakers with Aphasia. Results here suggest better noun production scores despite the multiple inflections of nouns in Tamil. Findings here are expected to facilitate cross-linguistic comparisons of data and provide an insight to the linguistic factors influencing word retrieval in Tamil SWA.

### Session Code: 8792
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** The Effect of Music & Melodic Intonation Strategies for an Adult With Nonfluent Aphasia  
**Presenter(s):** Bruce Wisenburn, Anita Gadberry, Samantha Michael, Polina Odegova  
**Abstract:** This single subject design research study looked at the efficacy of music therapy and melodic intonation strategies for improving speech fluency for an individual with non-fluent aphasia. The participant was seen weekly for therapy techniques that included singing familiar songs, musically assisted speech, and rhythmic speech cueing.

### Session Code: 8793
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Treatment Outcomes Utilizing PEERS® in Young Adults With Intellectual Disabilities  
**Presenter(s):** Lauren Barnett, Amy Rose, Trish Davis
**Abstract:** Individuals with intellectual disabilities struggle with acquiring the skills necessary for friendship development (Tipton et al, 2013). Research is limited involving the effectiveness of social skill interventions for young adults with intellectual disabilities. The purpose of this study is to examine treatment outcomes utilizing the PEERS® social skills training intervention.

**Session Code:** 8794  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Welcome to P.A.R.I.S. (Performance And Recovery In Stroke): An Aphasia Literacy Group  
**Presenter(s):** Shari Weisz

**Abstract:** The PARIS℠ (Performance and Recovery in Stroke) Literacy Group meets weekly at the University of North Dakota Speech, Language, and Hearing Clinic. The purpose of the PARIS℠ Literacy Group is to provide a group intervention program for individuals who have aphasia or other related neurologic difficulty.

**Session Code:** 8795  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** A Caregiver-Implemented Literacy Intervention: Predicting Print Knowledge Gain in Children With Language Impairment  
**Presenter(s):** Sherine Tambyraja, Laura Justice, Jessica Logan, Jennifer Lundine

**Abstract:** This study examined the extent to which a caregiver-implemented print knowledge intervention improved the print knowledge skills of 50 preschool children with language impairment. Children demonstrated significant growth in print knowledge; growth was associated with the number of times caregivers read to them during the 15-week intervention period.

**Session Code:** 8796  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Association Between Spelling & Reading Comprehension: Does Spelling Scoring Metric Matter?  
**Presenter(s):** Kimberly Murphy, Laura Justice

**Abstract:** The concurrent relationship between spelling and reading comprehension is explored using four metrics of scoring children’s spellings. The role of spelling is considered in the presence of word recognition and vocabulary. Results will be compared across scoring metrics and implications for practice will be discussed.

**Session Code:** 8797  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Home & School Literacy Experiences of Preschool-Age Children With Developmental Disabilities  
**Presenter(s):** Andrea Barton-Hulsey, Rose Sevcik, MaryAnn Romski

**Abstract:** This poster provides a description of the home and school literacy experiences of thirty-three children 4 - 5 years of age with developmental disabilities and a range of speech ability. Children had positive home literacy experiences and limited school literacy instruction. Children’s early reading skills and clinical implications are discussed.

**Session Code:** 8798  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Motivating Struggling Learners to Read  
**Presenter(s):** Jennifer Whited
### Abstract: A qualitative investigation exploring the manifestation of motivation and the systematic strategies that speech-language pathology graduate students employ to facilitate motivation in struggling learners. The study concludes that motivation to read is best facilitated by complex, multi-faceted strategy use, and that participant behaviors indicating motivation include primarily successful, expected responses.

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<td>Level/Type: Introductory/Research Submission</td>
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<td><strong>Topic Area:</strong> Motor Speech Disorders (SLP)</td>
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<tr>
<td><strong>Title:</strong> Childhood Arpaxia of Speech: Impact on Syntax &amp; Morphology in Young Children</td>
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<td><strong>Presenter(s):</strong> Rachel Humbersen, Lizbeth Stevens</td>
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<tr>
<td><strong>Abstract:</strong> The expressive language of preschool-aged children with childhood apraxia of speech (CAS), speech delay (SD), and typically developing (TD) was examined to further explore the the impact of poor motor planning and speech production on language development, specifically syntax and morphology.</td>
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<td><strong>Level/Type:</strong> Introductory/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Motor Speech Disorders (SLP)</td>
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<tr>
<td><strong>Title:</strong> Dysarthria Treatment Techniques Used by Puerto Rican Speech-Language Pathologist</td>
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<tr>
<td><strong>Presenter(s):</strong> Maria Velez, Luz Garcia-Rosario, Maribel Gonzalez-Roman</td>
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<td><strong>Abstract:</strong> The objectives of the descriptive qualitative research were to describe treatment techniques used by PHL to treat patients with dysarthria and determine whether treatments is consistent with those reported as evidence-based practice.</td>
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<td><strong>Topic Area:</strong> Motor Speech Disorders (SLP)</td>
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<tr>
<td><strong>Title:</strong> Manual Mimicry Gestures in the Treatment of CAS: A Case Study of Two Young Children</td>
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<tr>
<td><strong>Presenter(s):</strong> Cara Koshut, Heather Leavy Rusiewicz, Sarah Leech, Gregory Perciavalle, Abigail Cummings, Gabrielle Walsh</td>
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<td><strong>Abstract:</strong> This case study presents data on the use of gesture cues that are spatiotemporally analogous to the target speech movement. Speech sound accuracy during spontaneous speech, standardized assessment procedures, and individualized probes of treated and untreated targets for two young boys will be presented.</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<td><strong>Topic Area:</strong> Motor Speech Disorders (SLP)</td>
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<tr>
<td><strong>Title:</strong> Modeling Listener Perception of Speaker Similarity in Dysarthria</td>
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<tr>
<td><strong>Presenter(s):</strong> Kaitlin Lansford, Rene Utienski, Visar Berisha</td>
</tr>
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<td><strong>Abstract:</strong> The current investigation contributes to a perceptual similarity-based approach to dysarthria characterization by utilizing an innovative approach capable of extracting acoustic features underlying each listener’s impressions of speaker similarity. The data-driven approach also permitted an examination of the effect of clinical experience on listeners’ impressions of similarity.</td>
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### Session Code: 8803

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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Motor Speech Disorders (SLP)</td>
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<tr>
<td><strong>Title:</strong> Speech Sound Development in a Child With CAS &amp; Receptive Language Delay: A Case Study</td>
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<tr>
<td><strong>Presenter(s):</strong> Erica Risi, Megan Overby</td>
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</table>
### Abstract: This case study demonstrated adverse effects of language impairment on the speech sound development (birth-24 months) of a child with CAS. Retrospective home videos revealed that, compared to children with CAS with no receptive language impairment, the participant produced significantly lower numbers of resonant: utterances; consonants; and different consonants.

**Session Code:** 8804  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Speech Style Manipulations in Dysarthria in French-Speaking Children: Acoustic Findings  
**Presenter(s):** Josephine Ancelle, Gemma Moya Gale, Bethany Hetrick, Christelle Maillart, Joëlle Coen, Andrea MacLeod, Renée Deschenes, Sarya Majdalani, Erika Levy

### Abstract: This study examined acoustic characteristics of the speech of 12 French-speaking children with dysarthria due to cerebral palsy in response to prompts targeting vocal intensity and articulatory working space. Sound pressure levels and duration increased in words and sentences, though variably across the children. Implications for treatment strategies are discussed.

**Session Code:** 8805  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Coding Hand Gestures for Research Application  
**Presenter(s):** Katerina Puzinauskas, Michaela McLaughlin, Anthony Buhr

### Abstract: In order to meet technological, resource, and time constraints, a hand-gesture coding scheme was developed which accurately describes the type, frequency, and use of non-verbal hand gestures within clinical and research settings.

**Session Code:** 8806  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Diadochokinetic Rates in Young Adult Speakers of Jordanian Arabic  
**Presenter(s):** Maisa Haj-Tas, Yaser Natour, Hana Mahmoud

### Abstract: Oral diadochokinetic (DDK) rates might vary across languages. No studies have examined oral DDK rates for young adult speakers of Jordanian Arabic. Thus, the present study aims to provide this information for 80 typical young male and female adults. Preliminary results indicated no gender differences in oral DDK rates.

**Session Code:** 8807  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Effects of Lexical Frequency & Time on Verbal Memory  
**Presenter(s):** Ashley Quinto, Susannah Levi

### Abstract: Previous research has shown that high frequency words yield more accurate recall than low frequency words. The current study investigated the effect of lexical frequency and time delay on memory recall in a story retell task in order to understand how lexical frequency may affect memory in a naturalistic context.

**Session Code:** 8808  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Interpreting Spectrograms: A Distinctive Feature Approach  
**Presenter(s):** Heather Johnson, Jennifer Dalton
Abstract: This session details the role of distinctive features in identifying phoneme segments on spectrograms. Content is targeted to students preparing for the Praxis and anyone who wishes to review speech science.

**Session Code:** 8809  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** The Contributions of Linguistic Awareness Skills to Reading & Spelling in Young Adults  
**Presenter(s):** Kenn Apel, Victoria Henbest, Jessica Rice, Krystal Werfel  
**Abstract:** We examined college students' performance on experimenter-developed tasks measuring morphological awareness, orthographic awareness, phonological awareness, and syntactic awareness. We compared their performance on these tasks with their performance on reading and spelling measures to determine the role each linguistic awareness skill had on literacy abilities. Results will be discussed.

**Session Code:** 8810  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Assessment & Target Selection for a Moderate-to-Severe Phonological Disorder: Advantages of Nonlinear Analysis  
**Presenter(s):** Christa Crosby, Elaine Hitchcock  
**Abstract:** When assessing children with phonological disorders, there are various types of analyses that can be used. The purpose of this study was to explore the comprehensiveness and explanatory power of nonlinear phonological analysis and phonological process analysis for a client with a moderate-to-severe phonological disorder.

**Session Code:** 8811  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Sensitivity & Clinical Utility of the Caregiver/Parent Understanding-the-Child Questionnaire  
**Presenter(s):** Debra Burnett, Ann Smit  
**Abstract:** The Caregiver/Parent Understanding-the-Child Questionnaire (CPUCQ) measures comprehensibility by assessing mode of communication the child uses (e.g. gesture plus speech) and how well the child is understood in each of 31 communicative situations. Data regarding the use of the tool with children with speech and language disorders will be presented.

**Session Code:** 8812  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Strata Model for Stimulability & Features Complexity in the Treatment of Speech Sound Disorders  
**Presenter(s):** Marcia Keske-Soares, Ana Rita Brancalioni  
**Abstract:** A Model for target segment selection for the treatment of phonological disorders, with computer resource, named Strata Model for Stimulability and Complexity Segments is presented. This model was based on the Level of Production of the Segments and the Complexity of Distinctive Features (Implicational Model of Features Complexity).

**Session Code:** 8813  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Speech Sound Disorders in Children (SLP)  
**Title:** Using Music to Improve Speech Sounds  
**Presenter(s):** Mara Culp
Abstract: Researchers have demonstrated the shared neural processes between language and music and the benefits of music for improving speech. This presentation will provide SLPs knowledge about how music has been used to improve speech sounds and how to develop strategies to improve speech sounds using evidence-based practice.

Session Code: 8814  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Are There Durational Differences in Pill Swallowing Between Aspirators & Non-Aspirators Following Stroke?  
Presenter(s): Michael Pietrantoni, Cari Manyenny, Susan Brady  
Abstract: Pill swallowing can be challenging, especially for individuals with dysphagia. This study observed timing of airway invasion during pill swallowing with thin liquids, and attempted to determine durational differences between aspirators and non-aspirators following stroke. All durational comparisons measured were non-significant. Airway invasion prior to swallow onset was most prevalent.

Session Code: 8815  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Can We Predict Aspiration Pneumonia in Post-Acute Patients Admitted to Skilled Nursing Facilities?  
Presenter(s): Faerella Boczko, Elana Winters, Stefanie Gloe, Rachel Geib  
Abstract: Reducing hospital readmissions is an important mission in skilled nursing facilities. Aspiration pneumonia is a common problem post admission. This study investigated risk variables reported in the literature for effectiveness when used upon admission to predict those patients at risk for aspiration pneumonia. Data collected and therapeutic implications are discussed.

Session Code: 8816  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: SwallowSTRONG Case Studies: Oropharyngeal Strengthening in Skilled Nursing Facilities  
Presenter(s): Kathryn Olds, Cheryl Gilliam-Borsick  
Abstract: Objective, functional outcomes for skilled nursing facility patients who completed a device-facilitated oropharyngeal strengthening protocol for dysphagia from various etiologies will be shared through case studies. Outcome measures included diet level, cognitive status, maximum lingual pressures, and overall health status. Discussion will focus on therapeutic considerations to optimize outcomes.

Session Code: 8817  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Tethered Oral Tissue as it Relates to Speech & Feeding Outcomes: A Qualitative Analysis Post-Frenectomy  
Presenter(s): Cindy Parr  
Abstract: Structure and function of the oral cavity greatly dictate speech and feeding outcomes. Problems with speech and feeding secondary to tethered oral tissue may require treatment using a laser. SLPs possess a unique knowledge base to address speech and feeding difficulties and this poster will analyze children post-frenectomy.

Session Code: 8818  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Trismus Intervention in Patients With Head & Neck Cancer
### 2016 ASHA Convention Program Sessions

**Presenter(s):** Carley Prenshaw, Balaji Rangarathanm  
**Abstract:** This research evaluates the effect of therapy on jaw mobility in two subjects with head and neck cancer post chemotherapy. Subjects completed jaw-opening measurements before and after 6 weeks of treatment that included resistance/strengthening exercises using the therabite device. Subjects demonstrated improvements in jaw opening and swallowing related quality-of-life.

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<td><strong>Topic Area:</strong> Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td><strong>Title:</strong> What Is It About Eggs?</td>
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<td><strong>Presenter(s):</strong> Kendra McAlear</td>
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**Abstract:** After patients pass a dysphagia assessment and are cleared for PO intake, nurses often contact the speech pathologist and report that a patient choked on scrambled eggs. The chemical and rheological properties of eggs which explain this phenomenon, as well as the effects of preparation techniques, are explained.

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<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td><strong>Title:</strong> A Comparison of Acoustic &amp; Aerodynamic Measurements of Laryngeal Function Using Low-Cost &amp; High-Cost Systems</td>
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<td><strong>Presenter(s):</strong> Paige McMullan, Christopher Watts</td>
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**Abstract:** This investigation compared high-cost and low-cost options for obtaining acoustic and aerodynamic voice measures of vital capacity, airflow, and cepstral peak prominence in both vowel and speech. As a secondary aim of this study, the researchers also evaluated differences between males and females for each of the dependent variables.

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<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td><strong>Title:</strong> Acoustic &amp; Perceptual Voice Responses to Testosterone Therapy: A Brochure Resource for Transmasculine Patients</td>
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<td><strong>Presenter(s):</strong> Emily Manny, Therese O’Neil-Pirozzi</td>
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**Abstract:** This poster addresses education of transmasculine patients regarding anatomic and acoustic voice response to testosterone. Emphases include testosterone therapy procedures and anatomic, acoustic, and perceptual voice changes. Informed by input from transmasculine individuals, a patient education brochure being developed for distribution at hormone therapy consultations is presented.

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<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td><strong>Title:</strong> The Effect of Feedback on Voice Use &amp; Perception of Voice Use</td>
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<tr>
<td><strong>Presenter(s):</strong> Lisa Kopf, Rahul Shrivastav, Eric Hunter</td>
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**Abstract:** Persuasive systems are commonly used in preventative health monitoring. In this study, we investigate the ability of personalized feedback based on prior vocal behavior and its influence on later vocal behavior. The impact on both quantitative and qualitative voice measures will be discussed.

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<td><strong>Topic Area:</strong> Voice and Alaryngeal Communication (SLP)</td>
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### Title: Vocal Fatigue Metrics & Pulmonary Function
**Presenter(s):** Callan Gavigan, Eric Hunter
**Abstract:** A vocal loading task was executed to induce vocal fatigue. Spirometry measures were conducted prior to the fatiguing task. Vocal changes were assessed using a variety of objective, subjective, and mixed measures. Results could have implications for heavy occupational voice users.

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<tr>
<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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### Title: Aided Language Modeling for an AAC User: A Push-In Speech Camp Model
**Presenter(s):** Kris tofer Brock, Maureen Lynch
**Abstract:** A single subject, AB design examined the effects aided AAC modeling on graphic symbol message production in a group therapy setting. Compared to baseline, the participant produced a greater number graphic symbol messages post intervention. However, this was not maintained 2 months post-intervention utilizing a pull-out intervention model.

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<th>Session Code: 8825</th>
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<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Poster</td>
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<tr>
<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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### Title: Eye Tracking Considerations for Individuals With Rett Syndrome
**Presenter(s):** Patrick Brune
**Abstract:** Rett syndrome (RTT) is a unique postnatal neurological disorder that is first recognized in infancy and seen almost always in girls. This presentation will review their communication challenges and the AAC technologies, such as eye tracking control, that allow individuals with RTT access to communication, literacy and learning.

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<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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### Title: Healthy Hearing at the Special Olympics: Visual Schedules Improve Patient-Provider Communication
**Presenter(s):** Elizabeth Hanson, Marni Johnson, Joel Brewer, Paul Brueggeman
**Abstract:** Visual schedules are used to help athletes complete hearing screenings at the SD Special Olympics Summer Games. SLPs and audiologists collaborate to teach graduate clinicians to use this form of aided communication with clients. Visual schedules may help the athletes anticipate procedures and understand their role in the process.

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<td><strong>Topic Area:</strong> Augmentative and Alternative Communication (AAC) (SLP)</td>
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### Title: Motor-Imagery Performance by Individuals With Neuromotor Deficits for Application to AAC Brain-Computer Interface Intervention
**Presenter(s):** Caitlin Masterson, Kevin Pitt, Jonathan Brumberg
**Abstract:** Motor-imagery brain computer interfaces (MI-BCIs) are emerging as a new access method for currently available augmentative and alternative communication (AAC) devices. Currently, speech-language-pathologists (SLPs) do not receive training in motor-imagery. This literature review will inform SLPs on motor-imagery principles, and performance in target populations, as to inform AAC-BCI intervention.

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</table>
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)
Title: SLP’s AAC Practices in Puerto Rico: Are Practices Promoting Access to the General Education Curriculum?
Presenter(s): Carmen Cruz, Valeria Caraballo
Abstract: The purpose of this research is to explore and describe augmentative and alternative communication best practices implemented by SLP’s in Puerto Rico in the provision of services to students. Implications to school services, compliance with federal mandates, academic program contents, clinical specialization and future research will be discussed.

Session Code: 8829
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Location/Room: CC/Hall B
Session Format: Poster
Date: Friday, November 18, 2016

Topic Area: Augmentative and Alternative Communication (AAC) (SLP)
Title: The Perceptions of School-Based SLPs on Providing Family-Centered Services to Children With Complex Communication Needs
Presenter(s): Kelsey Manda, Janice Light
Abstract: This study discusses the findings from an online focus group with school-based SLPs aimed at identifying the strengths and limitations in providing effective family-centered services to children who use AAC. Additionally, the quantity and quality of the SLPs’ graduate training in family-centered practice is highlighted and discussed.

Session Code: 8830
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Location/Room: CC/Hall B
Session Format: Poster
Date: Friday, November 18, 2016

Topic Area: Autism Spectrum Disorders (SLP)
Title: Acoustic Correlates of Spoken Prosody & Their Relationship to Clinical Ratings in Autism Spectrum Disorder
Presenter(s): Elizabeth Simmons, Sindhuja Dokuru, Jessica Mayo, Inge-Marie Eigsti
Abstract: Atypical prosody is a common feature of ASD. This study evaluated the relationship between acoustic and perceptual ratings of prosody in adolescents with ASD and a TD control group. Results reveal differences in the acoustic properties of speech production between groups. Implications of these findings are discussed.

Session Code: 8831
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Location/Room: CC/Hall B
Session Format: Poster
Date: Friday, November 18, 2016

Topic Area: Autism Spectrum Disorders (SLP)
Title: Online Peer Mentor & Relocation Training for Military Spouses With Children With ASD
Presenter(s): Jennifer Davis, Erinn Finke
Abstract: Military families with children with ASD may require specialized support services to improve their experience during relocation (Davis & Finke, 2015, 2016). The objective of this study was to determine the effect of online training for military spouses with children with ASD on knowledge of program procedures and communication skills.

Session Code: 8832
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Location/Room: CC/Hall B
Session Format: Poster
Date: Friday, November 18, 2016

Topic Area: Autism Spectrum Disorders (SLP)
Title: Public Perception of ASD in China: Awareness, Identification & Treatment
Presenter(s): Ruixia Yan, Anna Parsons, Amy Viti, Colleen Deignan, Lisa Stumpp, Jordyn Donnelly, Lori Cimino, Adina Rosenthal
Abstract: Currently research on ASD in China is limited. The aim of the survey study is to examine the public understanding of DSM-5 diagnostic criteria of ASD, attitudes toward ASD, awareness and knowledge of early identification, diagnosis methods, treatment resources, expectations and experiences of ASD in China.

Session Code: 8833
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Location/Room: CC/Hall B
Session Format: Poster
Date: Friday, November 18, 2016
Title: SLPs' Use of Neurofeedback to Support the Social Communication Needs of Students With Autism  
Presenter(s): Sherri Franklin-Guy  
Abstract: While there are numerous evidence-based practices utilized to assist the social communication needs of students with autism, neurologically based approaches remain startlingly underrepresented. This analysis reviews the use of neurofeedback as an effective intervention for social and pragmatic language impairments. Implications for the medical and school-based SLP are discussed.

Session Code: 8834  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Stress & Communication in Parents of Children With ASD  
Presenter(s): Leticia Segeren, Fernanda Dreux  
Abstract: Comparison of the stress level of parents of verbal and non-verbal children with ASD and of normal developing children verified that parents of children with ASD had higher stress level but there was no significant difference between parents of verbal and non-verbal children.

Session Code: 8835  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Fluency (SLP)  
Title: Addressing “Acceptance” With Teenagers Who Stutter in a Week-Long Intensive Stuttering Therapy Program  
Presenter(s): Nicholas Brow, Naomi Hertsberg, Patricia Zebrowski  
Abstract: Acceptance has been described as a way of managing stuttering. In this study, we investigate how teenagers who stutter define stuttering-related acceptance, how acceptance may change over the course of an intensive stuttering program, and if self-defined acceptance is related to stuttering severity or teens’ experience of stuttering.

Session Code: 8836  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Fluency (SLP)  
Title: Analysis of Attitudes Toward Speaking: Individuals Who Stutter & Fluent Speakers  
Presenter(s): Brooke Scott, Haley Stafford, Katie Damron, Craig Coleman  
Abstract: The purpose of this study was to identify differences between attitudes toward speaking between adults who stutter and those who do not. Utilizing a survey with adapted questions from the Overall Assessment of the Speaker’s Experience of Stuttering (OASES), this study examined reactions to various speaking conditions and situations.

Session Code: 8837  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Fluency (SLP)  
Title: Comparison of Attitude Towards Communication in Children With & Without Stuttering in India  
Presenter(s): Mamta Kumari, Martine Vanryckeghem, Mala Hathiramani  
Abstract: Comparison of the communication attitude of Indian school-age children who do and do not stutter revealed that the mean CAT score of the two groups is statistically significantly different, confirming earlier cross-cultural data. The negative speech-associated belief faced by Indian CWS needs to be addressed within a holistic treatment approach.

Session Code: 8838  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Fluency (SLP)
Title: Computerized Index for Assessing Stuttering Severity: Development & Validity
Presenter(s): Ofer Amir, Liron Mick, Hagar Gabay, Yair Shapira
Abstract: This study evaluates a new automatic measure for assessing speech fluency, the Speech Efficiency Score (SES). The results demonstrate a strong correlation between the SES and subjective evaluation of stuttering, with a moderate correlation between SES and stuttering counts (percent of stuttered syllable).

Session Code: 8839
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Deciphering Disfluencies in ASD
Presenter(s): Meghan Santulli, Julia Parish-Morris, Emily Ferguson, Leila Bateman, Robert Schultz, Joseph Donaher
Abstract: Individuals with ASD are prone to producing disfluencies. This study compared disfluency profiles of children with ASD and typically developing peers with clinical/parent ratings of social impairment. The ASD group produced significantly more stuttering-like and atypical disfluencies. Results will be reviewed in regards to clinical practice and future research.

Session Code: 8840
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Fluency (SLP)
Title: Disfluencies & Self-Corrections in a Nonword Repetition Task in Children Who Stutter
Presenter(s): Jayanthi Sasisekaran, Erin Weathers, Monica Delgado, Kaitlin Trefethen
Abstract: Thirteen CWS and age and sex matched control participants repeated made-up words varying in syllable length (3,4, 6) and phonemic complexity (simple, complex). Disfluencies and self-corrections with repeated nonword productions were investigated. Findings are interpreted within the framework of theories of fluent speech production.

Session Code: 8841
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Fluency (SLP)
Title: Learning Lessons: The Consequences of Stuttering on the Culture of University Classrooms
Presenter(s): Michael Azios, John Tetnowski
Abstract: This presentation will review findings of ongoing research for stuttering intervention within university settings. This study will explore the communication barriers within the university for PWS, interactional strategies implored for PWS within the classroom, and the role of identity for PWS within the classroom.

Session Code: 8842
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: The Effect of Emotional Arousal on Inhibitory Control in Young Children Who Stutter
Presenter(s): Katerina Ntourou, Julie Anderson
Abstract: This study examines the impact of emotional stimuli on the inhibitory control skills of preschool-age children who stutter. Participants complete a computerized inhibition task, making speeded responses to auditory stimuli preceded by neutral or unpleasant pictures from the International Affective Picture System (IAPS; Lang, Bradley, & Cuthbert, 2008). (Funding: NIH R01DC012517)

Session Code: 8843
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Fluency (SLP)
### Session Code: 8844  
**PDHs:** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

**Title:** The European Fluency Specialists Registration  
**Presenter(s):** Kurt Eggers, Elaine Kelman, Margaret Leahy, Joseph Agius, Mark Pertijs  
**Abstract:** The ECSF consortium has been running one-year post qualification courses for SLTs since 2008. The consortium has now developed an additional procedure for becoming EU Fluency Specialists. This process involves documentation of clinical and/or academic activities, continued professional development, and informal discussion groups, within a time frame of three years.

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### Session Code: 8845  
**PDHs:** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

**Title:** Developing & Testing a Web-Based Vocabulary Intervention for High School Students  
**Presenter(s):** Suzanne Adlof, Joanna Scoggins, Elaine Miller, Adam Kapelner, Margaret McKeeown, Charles Perfetti  
**Abstract:** Despite the recognized importance of vocabulary knowledge for reading comprehension and overall academic success, few evidence-based resources exist to provide effective vocabulary instruction to adolescents. This project is aimed at iteratively developing and testing the promise of effectiveness of a web-based software program for improving high school students’ vocabulary knowledge.

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### Session Code: 8846  
**PDHs:** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

**Title:** Frequency & Duration of Filler Words in School-Age Children  
**Presenter(s):** Brooke Prigge, Bryan Brown, Stacy Wagovich  
**Abstract:** The study examines frequency and duration of fillers (um, uh) in children, ages 6;1-7;10, across four tasks: sentence completion, categorical naming, sentence formulation, and a language sample. We compared frequency of filler use across tasks and duration of each filler type, as well as relationships between filler use and language.

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### Session Code: 8847  
**PDHs:** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

**Title:** Home Is Where the Stories Are: Building Literacy in Homelessness  
**Presenter(s):** Shannon Hall-Mills, Dana Brown  
**Abstract:** A student-led program at a local family homeless shelter provides support for language and literacy development of at-risk preschool and school-age children.

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### Session Code: 8848  
**PDHs:** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

**Title:** Implicit Learning Considering Item Frequency & Predictive Probability in Children With Specific Language Impairment  
**Presenter(s):** Yoonhee Yang, Dongsun Yim  
**Abstract:** This study examined cognitive flexibility in implicit learning manipulating item frequency and predictive probability in children with and without Specific Language Impairment(SLI). Significant group differences were found in implicit learning, and HL(High frequency/Low probability) condition in implicit learning was the best factor of distinguishing between SLI and NL groups.
### Selective Mutism in the School-Age Child: Direct Treatment, Parent Training & School Collaboration

**Presenter(s):** Judith Rosenfield  
**Abstract:** An overview of Selective Mutism will be provided, including DSM-5 definition, establishing client rapport, formulating treatment plans using a social hierarchy, parent training, and school collaboration. Case studies will be shared from this author's contributions to the book, Selective Mutism in Our Own Words, by Carl Sutton and Cheryl Forrester.

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<td>Title: SLI or LLD?: A Systematic Review of Diagnostic Criteria Used by ASHA Researchers</td>
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<td>Presenter(s): Kristen Victorino, Nicole Marie Magaldi</td>
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### The Language & Reading Skills for Children in Poverty

**Presenter(s):** Hyo-Jin Yoon, Ilisa Schwarz  
**Abstract:** This study examined language and reading skills for children in poverty. Children in poverty did not demonstrate decoding problems although they did show lower receptive and expressive language skills than normative sample. As a result, their poor performance on passage reading comprehension may be attributed to poor language skills.

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### A Group & Individual Communication Therapy Model for People With Dementia & Their Caregivers

**Presenter(s):** Carlee Jones, Kaylea Nicholson, Kim Irby  
**Abstract:** This talk describes the implementation and details of a communication therapy model for people with dementia (PWD) and their caregivers. The model includes both individual and group therapy in a hospital outpatient clinic setting. Group sessions involved two simultaneous groups: one for PWD and one for their caregivers.

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<td>Presenter(s): Carlee Jones, Kaylea Nicholson, Kim Irby</td>
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### A Multisensory Treatment Sequence for Oral Reading in a Case of Aphasia

**Presenter(s):** Roxanne DePaul  
**Abstract:** This talk describes the implementation and details of a communication therapy model for people with dementia (PWD) and their caregivers. The model includes both individual and group therapy in a hospital outpatient clinic setting. Group sessions involved two simultaneous groups: one for PWD and one for their caregivers.

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<td>Presenter(s): Roxanne DePaul</td>
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Abstract: The primary goal of aphasia treatment is to facilitate use of effective strategies for individuals to generalize to untrained communication contexts. This case study demonstrates use of a multisensory reading technique (Orton-Gillingham) applied to aphasia. Results suggest a viable self-cueing strategy for oral reading with implications for improving word retrieval.

Session Code: 8854
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: Co-Constructing Personal Narratives to Support Identity in Aphasia: The My Story Project One Year Later
Presenter(s): Katie Strong
Abstract: The ‘My Story’ project piloted a protocol to co-construct personal narratives with persons who have aphasia. Qualitative interviews of participants one year later explore longer term impact on this process. Results provide information that may contribute person-centered therapy techniques for individuals with aphasia.

Session Code: 8855
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Language Disorders in Adults (SLP)
Title: Making the Right Choice: Providing Clinically Appropriate Care for Patients With Dementia
Presenter(s): Carmen Anderson, Sarah Stark, Trish Gusick
Abstract: Speech-Language Pathologists are often looked to for intervention resulting in a higher quality of life for patients with Dementia. We must be confident in our advocacy when a patient’s method of communication breaks down, and need strategies and resources to provide clinically necessary services and caregiver education.

Session Code: 8856
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: Phonological Awareness Therapy With a Woman With Conductive Aphasia
Presenter(s): Renee Toueg, Lauren Berry, Marisa Gargaro, Monica Fernandez-Ebert, Brittany Jones
Abstract: This poster concerns a 61 year old bilingual woman who suffered a stroke in March 2014, resulting in mild right sided paresis of the limbs and moderate conductive aphasia. She displayed literal paraphasic errors and difficulty with repetition. After phonological awareness therapy, literal paraphasic errors decreased and self-correction increased.

Session Code: 8857
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language Disorders in Adults (SLP)
Title: Semantic-Phonological Components Analysis Approach for Treating Word Retrieval Impairments in Persons With Aphasia
Presenter(s): Heather Kauffman
Abstract: Numerous interventions are utilized to improve word retrieval, including semantic feature analysis (SFA) and phonological components analysis (PCA). Rather than utilized in isolation, a combination approach may be more beneficial, as patients with word retrieval impairments rarely demonstrate purely semantic or phonological deficits.

Session Code: 8858
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Language Disorders in Adults (SLP)
Title: The Use of the Project Approach to Intervention in Adults With Neurogenic Communication Disorders
Presenter(s): Julie Hart, Mallory Reynolds
Abstract: Individuals with neurogenic communication disorders (NCDs) often become isolated post injury due to the difficulties they have communicating. Using a project approach to intervention regardless of the time post injury helps the individual improve their functional communication, develop a positive self-identity, find a meaningful role, and develop new relationships.

Session Code: 8859  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Therapy Groups & Community Groups for People With Acquired Neurogenic Disorders  
Presenter(s): Elizabeth Galletta, Linda Carozza, Joanna Feliz, Alexa Mendelsohn, Mary Reilly, Edna Schneider  
Abstract: We present a model for goal-writing in the context of group experiences for people with aphasia and dysarthria. We describe four treatment groups and an aphasia community groups program that has been in existence for nearly 20 years at Rusk Rehabilitation, NYU/Langone Medical Center, in New York City.

Session Code: 8860  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Treating Attention Deficits in Individuals With Parkinson's Disease  
Presenter(s): Neila Donovan, Mora Mahoney  
Abstract: We studied treatment efficacy of the Attention Process Training-III for 3 people with Parkinson's disease. After 60-minute sessions, twice a week for six weeks participants improved in at least one attention domain. Two reduced the impact of attention deficits on activities of daily living. All improved on functional goals.

Session Code: 8861  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Validation Therapy in an Outpatient Dementia Program  
Presenter(s): Lynn Reed  
Abstract: The basis of validation is to acknowledge the feelings of the person with dementia and use re-direction techniques to improve behavior. The speech-language pathologist's role is to train the client and caregiver/family in an outpatient setting to use the technique effectively for improved communication at home.

Session Code: 8862  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: What Persons With Aphasia Want From Groups: A Community Life Model  
Presenter(s): Nicole Apostolou, Mona Greenfield  
Abstract: Persons with aphasia want groups which support their ability to communicate in the community about interests and worldly experiences with their family, caregivers and friends. Specific interventions and techniques for planning and implementing aphasia groups will be provided. Outcomes and benefits of programs will be discussed.

Session Code: 8863  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Where Is Wernicke’s Area? Current Perspectives on Language Areas in the Brain  
Presenter(s): Taryn Malcolm
Abstract: This presentation discusses recent findings and misconceptions related to the location of Wernicke’s area. Although language comprehension is associated with “Wernicke’s area,” recent neuro-imaging studies have not formed a consensus for its location. Current research emphasized the role of the inferior temporal lobe, with other regions, in comprehension.

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<td>8864</td>
<td>Friday, November 18, 2016</td>
<td>CC/Hall B</td>
<td>Intermediate/Research Submission</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td>Language Performance of Children With Severe Liver Disease in a Public Service in Brazil</td>
<td>Deborra Befi-Lopes, Erica de Paula</td>
<td>The aim of this research was to describe language development of children with severe liver disease. The results of the study indicated that children who are candidates for liver transplantation presented poorer language skills when compared to children who have already undergone transplant.</td>
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<td>8865</td>
<td>Friday, November 18, 2016</td>
<td>CC/Hall B</td>
<td>Introductory/Research Submission</td>
<td>Literacy Assessment and Intervention (SLP)</td>
<td>Foundations of Reading: Targeting Reading Fluency for Students With Language Disorders</td>
<td>Allyson Montgomery, Meredith Jameson, Julie Hanks</td>
<td>In an aim to improve reading fluency, two siblings with mixed receptive-expressive language disorder were exposed to three evidence-based conditions: repeated reading, guided oral reading, and a combination of the two. As fluency improved, comprehension was assessed to determine the relationship between reading fluency and comprehension.</td>
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<td>8866</td>
<td>Friday, November 18, 2016</td>
<td>CC/Hall B</td>
<td>Intermediate/Research Submission</td>
<td>Literacy Assessment and Intervention (SLP)</td>
<td>Increasing the Specificity of Writing Assessment for Children With Reading Disability</td>
<td>Susan Lambrecht Smith, Melissa Feller, Charles Haynes</td>
<td>Assessment of children’s writing skills has commonly focused on group trends in a broad range of learners. This study explores how increased specificity in writing assessment for children with reading disabilities may yield individualized writing profiles to effectively inform intervention and clarify the direction of collaborative instructional programming.</td>
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<tr>
<td>8867</td>
<td>Friday, November 18, 2016</td>
<td>CC/Hall B</td>
<td>Intermediate/Research Submission</td>
<td>Literacy Assessment and Intervention (SLP)</td>
<td>The Influence of Morphological Context: Spelling of Morphologically Complex Words in Poor Spellers</td>
<td>Stephanie Lebby, Ruth Bahr</td>
<td>Analysis of the mispellings of morphologically complex words can provide insight into the resource allocation necessary during the transcription process. Misspellings from the written summaries of 35 students with learning disabilities were analyzed for difficulties with affixation. Results indicated differences attributable to affix type. Educational implications will be provided.</td>
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<tr>
<td>8868</td>
<td>Friday, November 18, 2016</td>
<td>CC/Hall B</td>
<td>Introductory/Research Submission</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Characteristics of the Subsystems for Speech Production by the Types of Cerebral Palsy</td>
<td>Heejune Park, Hyunwook Nam</td>
<td>Characterisitics of the Subsystems for Speech Production by the Types of Cerebral Palsy</td>
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</tbody>
</table>
### Session Code: 8869
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Do Individuals With Parkinson’s Disease Speak Softer at Home Than in the Clinic?  
**Presenter(s):** Ramya Konnai, Alice Silbergleit, Lonni Schultz  
**Abstract:** This pilot study aimed to investigate if individuals with Parkinson’s disease spoke louder in the clinic compared to at home using a portable voice monitor. Three out of five individuals used a louder voice in the clinic at home. Implications to vocal intensity measurement are discussed.

### Session Code: 8870
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Respiratory & Laryngeal Interactions During Speech: Speakers With Multiple Sclerosis & Their Healthy Peers  
**Presenter(s):** Deborah Matheron, Elaine Stathopoulos, Kris Tjaden  
**Abstract:** Multiple sclerosis (MS), a neuromuscular neurodegenerative disease, is reported to impact quality and timing of movements. Speakers with MS have shown atypical respiratory movements in early studies. Results from the present quantitative study show that speakers with MS move respiratory structures with different timing at utterance onset than healthy peers.

### Session Code: 8871
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** The Contributions of Speech Acoustics to Speech Intelligibility in Native Mandarin-Speakers With Parkinson’s Disease  
**Presenter(s):** Sih-Chiao Hsu, Megan McAuliffe, Erika Levy  
**Abstract:** We examined acoustic parameter-intelligibility relationships in Mandarin speakers with and without Parkinson’s disease (PD) due to dysarthria. Speakers with PD were rated as less intelligible than healthy speakers. In those with PD, greater vocal intensity and shorter passage durations were associated with higher intelligibility. Implications for treatment are discussed.

### Session Code: 8872
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Tongue Strength to Speech Rate, Intelligibility & Acoustic Measures in Individuals With Parkinson’s Disease  
**Presenter(s):** Diane Saulle, Elaine Sands, Lawrence Raphael, Renee Fabus, Nancy McGarr  
**Abstract:** Physiologic tongue strength measures were examined in relation to speech intelligibility and acoustic measures of speech rate and F2 vowel measures in individuals with and without Parkinson’s disease (PD). Statistically significant differences were only found in tongue strength measures. Findings suggest individuals with PD can compensate for reduced strength.

### Session Code: 8873
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Motor Speech Disorders (SLP)  
**Title:** Voice in Friedreich Ataxia: Perceptual & Acoustic Characteristics  
**Presenter(s):** Shaheen Awan, Adam Vogel
**Abstract:** Sustained vowel and connected speech samples from individuals with Friedreich Ataxia (FRDA) vs. age matched controls were analyzed. Results showed the FRDA voice profile as a combination of mild roughness, breathiness and strain as well as limited control of pitch. Characteristics were reflected in both perceptual and acoustic measures.

**Session Code:** 8874  
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** An Analysis of the Macro & Micro Discourse Structure of Television Commercials  
**Presenter(s):** Stephanie Milligan, Maria Munoz, Danielle Brimo

**Abstract:** This research evaluated the use of television commercials to elicit discourse samples. The studies explored the narratives depicted in television commercials and the stories told by adults in response to a subset of commercials. Macrostructure was examined using narrative type while microstructure addressed semantic and syntactic aspects of the narratives.

**Session Code:** 8875  
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Complexity Within Complexity: Comprehension of Passives in Relative Clauses  
**Presenter(s):** Jingchen Xu, Lori Altmann

**Abstract:** This study aimed to investigate the effects of relative clause type (subject relative clause vs. object relative clause) and voice (active vs. passive) on comprehension of relative sentences. Passive voice in subject relatives had no impact on accuracy or response time; however, passive voice in object relatives strongly impaired performance.

**Session Code:** 8876  
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Hesitation Phenomena in Third Grader’s Productions of Derived Pseudowords  
**Presenter(s):** Jonathan Rogers, Linda Jarmulowicz, Eugene Buder

**Abstract:** This study examines quality of lexical representation by studying relationships between word frequency and speech hesitations in third-graders’ productions of derived words with a stress-changing suffix (-ity). We compare five different speech hesitations in 12 words: 4 high-frequency words, 4 low-frequency words, and 4 pseudo-words with no frequency.

**Session Code:** 8877  
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Influence of an Overt Comprehension Task on Cognitive Effort in Sentence Processing  
**Presenter(s):** Laura Chapman, Brooke Hallowell

**Abstract:** Cognitive effort is a vital aspect of processing. Carefully designed pupillometric methods can elucidate cognitive effort exerted during linguistic processing. To further develop/validate a pupillometric method, 40 controls listened to sentences in two conditions: one with an explicit comprehension task, and one without. Results and implications will be discussed.

**Session Code:** 8878  
**PDH(s):** 15 Mins  
**Date:** Friday, November 18, 2016  
**Location/Room:** CC/Hall B  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Speech and Language Science (SLP)  
**Title:** Narrative Performance in Young Adults  
**Presenter(s):** Rachel M. Crowder, Sydney L. Walls, Rebecca Dorsa, Todd A. Gibson
Abstract: A widespread assumption among researchers is that narratives grow more complex with age. For young adults, however, there are cognitive pressures to reduce narrative complexity in favor of becoming more succinct. The current study examines the narrative performance of young adults and the factors influencing it.

Session Code: 8879
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Speech and Language Science (SLP)
Title: The Effects of Lexical Cognitive Loading on Parameters of Gait in Neurotypical Young Adults
Presenter(s): Chorong Oh, Leonard LaPointe, Lea Bates, Grace Alleman, Kendall Norman-Partrick
Abstract: The purpose of this study was to investigate how different levels of cognitive load affect gait in neurotypical young adults. Participants were asked to complete three different tasks during simultaneous walking. The results indicated participants were at greater risk for possible injurious falls, when they were under cognitively demanding conditions.

Session Code: 8880
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Speech Sound Disorders in Children (SLP)
Title: Babbling & Later Speech Abilities in Children With Williams Syndrome
Presenter(s): Erika Price, Shelley Velleman, Myra Huffman, Carolyn Mervis
Abstract: The speech of four children with Williams syndrome was analyzed in toddlerhood and early school-age. Phonotactic factors in toddler vocalizations were predicted to relate to later cluster production; toddler phonetic profiles were expected to predict later fricative production. Results suggest some early differences may have implications for later phonological maturity.

Session Code: 8881
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech Sound Disorders in Children (SLP)
Title: Comparing Perceptual Ratings of /r/ Accuracy Across Expert & Crowdsourced Listeners
Presenter(s): Elaine Hitchcock, Tara McAllister Byun, Melissa Lopez, Lauren Dioguardi
Abstract: Documenting changes in participants' speech production to evaluate treatment efficacy can often be challenging. The findings from this study show high inter-rater agreement comparing online versus expert raters for a dataset derived from an electropalatography study for /r/ errors; providing support for the use of crowdsourcing to obtain speech ratings.

Session Code: 8882
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech Sound Disorders in Children (SLP)
Title: Implicit Learning in Children With Childhood Apraxia of Speech & Speech Delay
Presenter(s): Jenya Iuzzini-Seigel, Emily LeGreve
Abstract: Children with childhood apraxia of speech (CAS) are not only negatively affected by atypical speech production, but are also at increased risk for fine and gross motor deficits and language impairment. This study investigates implicit learning impairment as a mediating deficit that impacts speech and comorbid impairments in this population.

Session Code: 8883
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech Sound Disorders in Children (SLP)
Title: Perception of Accented Speech in English Monolingual Children With & Without Speech Sound Disorders
Presenter(s): Wan Hee Kim, Françoise Brosseau-Lapré, Rose Reyling
### 2016 ASHA Convention Program Sessions

**Abstract:** The study examined the perception of English and foreign-accented speech in preschoolers with or without speech sound disorders. Twenty English monolingual children (10 with SSD, 10 without SSD) completed a speech perception task of English words produced by a native English speaker and a native Korean speaker.

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<th>Session Code: 8884</th>
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<td>PDH(s): 15 Mins</td>
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<tr>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title: Technology in the Clinic: Administering Standardized Assessments on the iPad*</td>
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<td>Presenter(s): Kalea Jones, DeLaine Stricklin, Anthony Buhr, Katherine Nyquist</td>
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<td>Abstract: Information regarding administration of iPad® and manual versions of an articulation assessment were acquired from preschool and elementary age children. It is hypothesized that scores do not differ between methods, scoring time is greater for the manual version, and a child's iPad® experience correlates to required redirections during iPad® administration.</td>
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<td>PDH(s): 15 Mins</td>
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<td>Level/Type: Intermediate/Professional Education</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: Adult Drooling Matters: What SLPs Need to Know</td>
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<td>Presenter(s): Kalli Clement, Marnie Kershner, Paula Leslie</td>
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<td>Abstract: Drooling is a common complaint in a wide range of adult conditions. It has a serious impact on people's quality of life. We will address how drooling occurs, which populations are at increased risk of drooling, and how speech-language pathologists can directly impact patients’ quality of life.</td>
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<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: An Examination of Visual Stimuli &amp; Their Influence on Suck Patterning in Infants</td>
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<td>Presenter(s): Courtney DeSousa, Emily Zimmerman</td>
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<td>Abstract: This research aims to examine how visual stimuli influences suck patterning in a cohort of healthy infants. We hypothesize that infants will have improved suck patterning when they watch feeding visual stimuli compared to non-feeding stimuli. We hope this research will create new sensory therapies for infants with delayed suck.</td>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: Comparing Two Methods of Teaching Medications &amp; Their Impact on Swallowing to SLP Graduate Students</td>
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<td>Presenter(s): Lynn Abrahamsen</td>
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<td>Abstract: The purpose of this pilot study was to determine the most effective method of teaching speech-language pathology (SLP) graduate students about medications and their impact on swallowing.</td>
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<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: Reported Effects of Compensatory Strategies for Persons With Dysphagia &amp; Dementia: An EBSR</td>
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<td>Presenter(s): Avery Elkins, Melanie Queen, Memorie Gosa</td>
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<tr>
<td>Abstract: Abstract: 45% of patients with dementia are diagnosed with dysphagia. This systematic review analyzed literature from seven databases to determine the effects of postural modifications, dietary modifications, environmental/social interventions, and</td>
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</table>
caregiver education for persons with dementia and dysphagia. Results indicated strengths and weaknesses for all compensatory strategies analyzed.

**Session Code:** 8889  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** Speech-Language Pathologists’ Estimates of Bolus Sizes Used During Dysphagia Evaluations  
**Presenter(s):** Joyanna Struzzieri, Kellyn Hall  
**Abstract:** This study investigated whether SLPs, with experience in the assessment and treatment of dysphagia, could accurately estimate bite and sip sizes of various consistencies that are used in adult dysphagia rehabilitation and assessment. Research suggested that SLPs may offer larger volumes to patients with dysphagia than may be therapeutically recommended.

**Session Code:** 8890  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Swallowing and Swallowing Disorders (SLP)  
**Title:** The Relationship Between Gestational Age, Diagnosis & Feeding in Premature Infants  
**Presenter(s):** Alexa Rogers, Lisa LaGorio  
**Abstract:** In the Neonatal Intensive Care Unit (NICU) discharge is dependent on the infant’s ability to feed orally; but, ability to achieve full oral feeding is often compromised by prematurity and other morbidities. This study examined if gestational age and morbidities predicted time to full oral feeding in the NICU.

**Session Code:** 8891  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Glottal & Vocal Tract Adjustments During Register Transition by Classically Trained Female Singers  
**Presenter(s):** Richard Morris, David Okerlund, Elizabeth Farr  
**Abstract:** The purpose of this study was to measure CQEGG and FFT during a register transition. Fifteen classically trained female singers were recorded singing a sustained pitch across chest and mixed registers. The singers had higher CQEGG in the chest register. They reduced harmonic amplitudes during the register transition.

**Session Code:** 8892  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Measuring Vocal Effort in Older Adults With Voice Disorders: A Pilot Study  
**Presenter(s):** Victoria Flormann, Linda Bryans, Karen Drake, Joshua Schindler, Aaron Ziegler, Andrew Palmer, Donna Graville  
**Abstract:** Older adults with dysphonia were highly reliable at rating vocal effort (VE) during a novel protocol. Preliminary findings suggested that VE was not associated with vocal intensity or other objective measures, but differentiated simpler from more complex tasks. Hypothetically, VE might represent both physical and mental task-demands for dysphonic adults.

**Session Code:** 8893  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Orientation & Elastic Modulus Effects on Alignment, Phenotype & Gene Expression of Vocal Fold Fibroblasts  
**Presenter(s):** Jeanna Stiadle, Lin Jiang, Lih-sheng Turng, Susan Thibeault
### Abstract:
The goal of this project is to determine how topography and mechanical properties of materials engineered to mimic normal and scarred vocal folds influence cell behavior. This research defines a novel tissue engineering approach as a mechanism to understand cell function in response to critical design factors – mechanics and alignment.

**Session Code:** 8894  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Production & Perception of Nasality in Teens & Young Adults With Autism Spectrum Disorder  
**Presenter(s):** Rachel Hopf, Jordan Diagostino, Karen Forrest, Rita Patel  
**Abstract:** Clinical nasometry was used to measure nasalance of teens with and without ASD. The perceived nasality of the speech samples was rated by listeners with and without ASD. Comparisons were made between perceived nasality and nasalance scores across the two groups.

**Session Code:** 9000  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Error Patterns in the Graphic Symbol Sentences of 3- & 4-Year-Old Children Who Use AAC  
**Presenter(s):** Cathy Binger, Kaethe Henning, Allyson Taylor, Emily Williams, Ashley Willman  
**Abstract:** A post-hoc analysis of ten 3- and 4-year-old children who used graphic symbols to express specific, targeted two- and three-term messages was completed. Past research indicates that children often exhibit word order errors, but current data revealed that nature of errors depends on specific targets.

**Session Code:** 9001  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** AAC & Autism: Pictures Can Speak Louder Than Words!  
**Presenter(s):** Betsy Caporale  
**Abstract:** Communication deficits are inherent among students with Autism Spectrum Disorders (ASD) and have significant social, emotional and academic impacts. Many ASD programs focus on verbal speech using ABA interventions which are not provided by SLPs. Practical evidence-based AAC strategies for increasing functional communication for students with ASD will be discussed.

**Session Code:** 9003  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** Friendships Among Children Who Use AAC & Their Peers: Research Review & Clinical Implications  
**Presenter(s):** Marika King, MaryAnn Romski
Abstract: A literature review revealed key factors that impact the formation of friendships among children who use AAC and their peers. This poster presents a model for promoting friendships that incorporates the central factors that influence friendships. Specific clinical suggestions will be presented within the framework of this model.

Session Code: 9004  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Incorporating AAC Strategies Into Intervention for Emerging Communicators  
Presenter(s): Kristi Atkins  
Abstract: This presentation will discuss the benefits of incorporating AAC strategies into intervention for emerging communicators and demonstrate specific strategies to use in treatment. The session will also include discussion of additional resources for building skills/confidence in incorporating AAC strategies, as well as information regarding obtaining assistive technology equipment.

Session Code: 9005  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Technology: Building a Bridge to Language & Cognitive Development  
Presenter(s): Jennifer Ferreira  
Abstract: Children with complex communication needs experience frustration and delayed speech-language and cognitive development when progress is not made using traditional therapy. Fears of children not developing functional speech when using AAC is unwarranted; research not only shows effectiveness in linguistic development, but also in creating a bridge to build cognition.

Session Code: 9006  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: The Effects of Using Lite-Tech Adapted Books on the Vocabulary Learning of Children With CCN  
Presenter(s): Nerissa Hall, Hillary Jellison, Nimisha Muttiah  
Abstract: The purpose of this pilot study was to evaluate the use of adapted books with children who have CCN. A single subject multiple probe design across books was used to evaluate the impact of this intervention on the learners’ vocabulary acquisition during shared reading tasks.

Session Code: 9007  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: “Amma Promise Me No One Will Die”: Documenting a Child Coming to Terms With Death  
Presenter(s): Ianthe Perera  
Abstract: Children face realities of death in Sri Lanka where funeral ceremonies are part of neighborhood events. This presentation documents a seven year old boy with Autism Spectrum Disorder discussing death with his speech and language therapist. Drawing, poems and story generation supported expressive communication. Reflections for service delivery are discussed.

Session Code: 9008  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Audio-Visual Speech Perception in Autism: A Behavioral & Neurobiological Correlational Study  
Presenter(s): Christina Lasto, Barbara Cook, Julia Irwin, Trey Avery, Nicole Landi
Abstract: Individuals with autism spectrum disorder (ASD) present with diminished attention to the face that may attenuate visual information for speech. Neurobiological techniques reveal temporal differences to speech in this population. This poster examines how neurobiological differences may correlate with social communication measures in typically developing individuals and those with ASD.

Session Code: 9009  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Effects of Social Interventions on Vocational Outcomes of Adults With Autism: A Systematic Review  
Presenter(s): Sarah Griffin, Ching Yi (Ginni) Lam, Alexandra Rodriguez  
Abstract: The purpose of this study was to systematically review the existing literature concerning the outcomes of interventions containing a social component on post-secondary and vocational outcomes of adults with autism as compared to the absence of such interventions.

Session Code: 9010  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Improving Patient-Provider Communication for Children With ASD With Video Models Embedded in Visual Schedules  
Presenter(s): Annie Peasley, Elizabeth Hanson, Marni Johnson, Eric Kurtz  
Abstract: This study investigates effects of video models embedded in a visual schedule app to help children participate in a hearing evaluation as part of an Autism Spectrum Disorders Clinic. Approximately six children, ages 3-13 years will participate. Dependent variables include of assessment tasks completed, compliance, and parent observations.

Session Code: 9011  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: International Survey of SLP’s Role in Working With Children & Adolescents With Autism Spectrum Disorder  
Presenter(s): Gail Gillon, Yvette Hyter, Sara Ferman, Yvette Hus, Kakia Petinou, Osnat Segal, Ioannis Vogindroukas, Carol Westby, Marleen Westerveld  
Abstract: The International Association of Logopedics and Phoniatrics (IALP) Child Language Committee developed a survey for SLPs in several countries to collect data related to their involvement in diagnostic processes, assessment and intervention practices to effectively support children with Autism Spectrum Disorder. This presentation will summarize and discuss the survey results.

Session Code: 9012  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Autism Spectrum Disorders (SLP)  
Title: Narrative Competence & Evaluative Expressions in Narratives Produced by Individuals With ASD  
Presenter(s): Ruixia Yan, Anna Parsons, Colleen Deignan, Amy Viti, Jordyn Donnelly, Lisa Stumpp, Anne Zaborny, Lori Cimino, Adina Rosenthal  
Abstract: This study examines the narrative competence and the use of evaluative expressions in narratives produced by children with Autism Spectrum Disorder (ASD). Also, this study compares children with ASD and typically developing children with respect to these competencies. Implications for narrative intervention for individuals with ASD will be discussed.

Session Code: 9013  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Fluency (SLP)
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<th>Title</th>
<th>Presenter(s)</th>
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<tr>
<td>An Assessment of an Intensive Group Therapy Program for Adolescents Who Stutter</td>
<td>Kim Sabourin, Leslie Williams</td>
<td>Participation in an intensive program following a CBT model showed a decrease the overall impact of stuttering on the lives of adolescents. An outline of the intensive group treatment program used. A comparison of pre-treatment and follow-up measures showed positive change in the cognitive, affective, and social aspects of stuttering.</td>
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<tr>
<td>Camp More: Increasing Confidence in Kids &amp; Teens Who Stutter</td>
<td>Kristin Mangan, Sarah Davies</td>
<td>Camp More is a start-up project aimed to improve the clinical, social, and health outcomes of children who stutter. This recreational overnight summer camp will challenge campers to stretch themselves socially, and communicatively to do &quot;more:&quot; talking, self acceptance, laughter, friendship building, positivity, individuality, and awareness.</td>
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<tr>
<td>Clinical Experiences With Neurogenic &amp; Psychogenic Stuttering: A Survey of Speech-Language Pathologists</td>
<td>Mary Griffith, Charles Hughes</td>
<td>This study explores the clinical experiences of 39 speech-language pathologists related to psychogenic and neurogenic stuttering. Knowledge related to other types of acquired stuttering are also reported. The clinical characteristics observed and the perceived benefit of therapeutic approaches with neurogenic and psychogenic stuttering are also described.</td>
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<tr>
<td>Cluttering: Training, Knowledge &amp; Confidence of Speech-Language Pathologists</td>
<td>Charley Adams, Susanne Cook</td>
<td>This study was designed to get a better understanding of SLPs’ general knowledge about, and confidence working with cluttering. A survey, administered to SLPs across a variety of settings, probed for general information about cluttering, including evaluation and treatment. Results and possible implications regarding education of SLPs will be discussed.</td>
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<tr>
<td>Core Behaviors of Stuttering During the Production of Plosive Sounds</td>
<td>Julia Unger, Caitlyn Hughes, Katherine Mueller</td>
<td>This study examines whether the articulatory posture of voiced and voiceless plosive sounds influences the frequency of core behaviors (part-word repetitions, whole-word repetitions, prolongations, audible blocks, and silent blocks) in people who stutter (PWS).</td>
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<tr>
<td>Exploring Treatment Approaches for Stuttering in a Teenager With Down Syndrome &amp; Autism</td>
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**Presenter(s):** Andrea Helman  
**Abstract:** The area of fluency treatment has been much debated over the past several decades. However, little has been done to address fluency strategies to use with children diagnosed with Down Syndrome. Children with Trisomy 21 have a much higher prevalence of disfluent speech with little research on treatment strategies.

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<td>PDH(s): 15 Mins</td>
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<tr>
<td>Level/Type: Introductory/Research Submission</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Intra- &amp; Inter-Rater Reliability of Clinicians’ Judgments of Stuttering in an Unfamiliar Language</td>
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<tr>
<td>Presenter(s): Rosemarie Dominguez, Jason Davidow, Evelyn Altenberg</td>
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<tr>
<td>Abstract: This study measures the intra-rater and inter-rater reliability of clinicians’ judgments of stuttering in an unfamiliar language. It analyzes trained clinicians’ assessments of severity and frequency of stuttering, speech rate, and speech naturalness in bilingual speakers who stutter in order to make relevant suggestions for clinical practice.</td>
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<th>Session Code: 9020</th>
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<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Self-Rated Outcomes Following Participation in a Summer Camp for Children Who Stutter</td>
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<tr>
<td>Presenter(s): Ryan Millager, Caryn Herring</td>
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<tr>
<td>Abstract: This preliminary study examines participant-reported outcomes for children who stutter (ages 8-18) before and after participation in Camp SAY, a summer camp for young people who stutter. Additionally, a subset of campers, who attended camp for multiple years, will be examined longitudinally to assess change of stuttering impact over time.</td>
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<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: Temperament &amp; Speech-Language Contributions to Stuttering Chronicity</td>
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<tr>
<td>Presenter(s): Cara Singer, Robin Jones, Tedra Walden</td>
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<td>Abstract: The speech-language abilities, negative affectivity and effortful control of children who stutter and persist (n=10), children who stuttered and recovered (n=28) and children who do not stutter (n=26) were measured repeatedly over two years. Findings assess whether development and interaction of these domains contribute to stuttering chronicity.</td>
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<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: The Effects of Video Exposure on Undergraduate Students’ Perceptions of a Person Who Clutters</td>
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<tr>
<td>Presenter(s): Lindsey Farrell, Paul Blanchet, Kim Tillery</td>
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<td>Abstract: Undergraduate students were asked to rate a person who clutters based on receiving only a definition of cluttering versus a definition and video clip. Viewing of the video clip did not significantly influence ratings towards a more positive perception, but also did not influence ratings to be significantly more negative.</td>
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<tr>
<td>Topic Area: Fluency (SLP)</td>
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<tr>
<td>Title: The Incidence &amp; Prevalence of Stuttering in Children Who Are Hard of Hearing</td>
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<tr>
<td>Presenter(s): Richard Arenas, Elizabeth Walker, Jacob Oleson</td>
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Abstract: This study used a parent questionnaire to investigate the occurrence of stuttering in children who are hard of hearing. In contrast to the traditional view that stuttering is less common in the hearing impaired population, results showed a higher incidence and prevalence of stuttering compared to the general population.

Session Code: 9024  Date: Saturday, November 19, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Intermediate/Research Submission  Session Format: Poster
Topic Area: Fluency (SLP)
Title: The Prevalence of Vulnerability to Stuttering
Presenter(s): Patrick Briley, Joseph Kalinowski, Kristen Prosser

Abstract: Vulnerability to stuttering, both general and specific, is the ever-present, experiential sense of a person who stutters defined by all forms of stuttering and the visceral awareness of its presence. This study examines the amount of anticipation and vulnerability to stuttering, when speaking normally and when stuttering is inhibited.

Session Code: 9025  Date: Saturday, November 19, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Intermediate/Research Submission  Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: An Examination of Communication Between School-Based SLPs & Caregivers of Children With Language Impairment
Presenter(s): Sherine Tambyraja, Mary Beth Schmitt, Laura Justice

Abstract: This study examined the frequency and nature of communication between school-based SLPs and caregivers of children on their caseloads. Descriptive analyses revealed the most frequent types of communication was the provision of homework, followed by written communication. More frequent communication was associated with children from higher socioeconomic backgrounds.

Session Code: 9026  Date: Saturday, November 19, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Introductory/Research Submission  Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Approaches to Grammar Intervention by SLPs: A National Survey
Presenter(s): Kayla Satterlund, Lizbeth Finestack

Abstract: Weaknesses in grammar is common among children with language impairment. We surveyed 546 speech and language pathologists to determine how clinicians working with children in early education, elementary, and middle/high school are currently treating grammatical weaknesses. We looked at treatment approaches, dosage, activities, contexts, and methods of re-assessment.

Session Code: 9027  Date: Saturday, November 19, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Intermediate/Professional Education  Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Building Capacity for Universal Design for Learning in School-Based Practice: Exploring Challenges & Next Steps
Presenter(s): Wenonah Campbell, Robin Gaines

Abstract: Universal design for learning (UDL) is relevant to school-based practice; yet few speech-language pathologists (SLPs) actually use UDL. We surveyed school-based SLPs about their knowledge of UDL and perceived barriers to its implementation. Now, we will explore next steps for addressing identified challenges, including the need for tailored professional development.

Session Code: 9028  Date: Saturday, November 19, 2016
PDH(s): 15 Mins  Location/Room: CC/Hall B
Level/Type: Introductory/Research Submission  Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Comparison of Assessment Practices Between School-Based & Nonschool-Based Speech-Language Pathologists
Presenter(s): Katrina Fulcher-Rood, Anny Castilla-Earls, Marissa Tomczak, D Higginbotham
Abstract: Research has documented what assessment tools SLPs use when evaluating school-aged children. Little research has focused on what external factors influence assessment tool selection and decision-making. The current study surveyed 537 SLPs across school and non-school settings to compare assessment practices and explore influences of employment setting policies.

Session Code: 9029
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Comprehension of Transparent & Opaque Idioms in School-Age Children
Presenter(s): Caitlin Mc Caul, Jacqueline Zanosky, Vishwa Bhat
Abstract: We examined transparent and opaque idioms when given context vs. non-context in typically developing children ranging in age from 7-12. The findings indicated that both groups of participants demonstrated greater understanding of transparent idioms compared to opaque idioms, with the older children demonstrating increased comprehension over the younger group.

Session Code: 9030
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Effects of Milieu Teaching Involving Children With Language Disorders in the General Hispanic Population
Presenter(s): Ruth Crutchfield, Crystal Moreno, Michelle Bazan, Maria Hernandez, Nallely de La Torre, Elizabeth Lopez, Melissa Guerra, Katherine Flores, Anabel Hinojosa, Brenda Jimenez, Maria Hernandez, Sara Ramirez, Judith Lunn, Johanna Castaneda, Heather Cazares, Ste
Abstract: The aim of this study is to determine the efficacy of Milieu method and naturalistic teaching when working with children identified with language disorders that are presenting with diverse diagnoses. A structured four week implementation revealed descriptive increases via SALT Analysis in the areas of morphology and semantics.

Session Code: 9031
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Evaluating Language in the Language of Math
Presenter(s): Robyn Ziolkowski, Julie Hanks, Gina Rossi, Jessica Kao
Abstract: This mathematic curriculum review is designed to provide information for SLPs regarding the nature of the “language of math”; including academic vocabulary, concepts, and the lack of research-based instruction contained in widely-used curriculum. Information will guide SLPs on incorporating math literacy needs into intervention planning for students with language impairments.

Session Code: 9032
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: How Multiple Measures of Morphological Awareness Are Related for Fourth-Grade ELLs
Presenter(s): Kathleen Durant, Linda Jarmulowicz, Sophie DeViney, Sarah Kriacon, Melissa Maach, Zuri Wilson
Abstract: Using longitudinal data from school-aged English Language Learners, we investigated relationships between four measures of morphological awareness in English—derived word decomposition, morphophonological accuracy, morphophonological judgment, and morphophonological encoding. Additional analyses determined the relationships of the MA measures to Spanish and English oral language abilities in kindergarten and 4th grade.
### Title: It’s Not Just Spelling! Word Level Errors of Students With LLD When Writing

**Presenter(s):** Nickola Nelson, Kate Kirkton  
**Abstract:** Students with LLD make word-level errors in their spontaneous writing that extend beyond simple misspellings. In a sentence-combining task on a new test of Written Expression, 270 students with LLD made word-level grammatical and inflectional errors that differed qualitatively from errors made by 270 age-matched peers with typical language.

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### Title: Managing Executive Dysfunction in the Schools: The Who, What & Why

**Presenter(s):** Courtney Scott, Jill Fahy  
**Abstract:** This seminar addresses practical questions concerning the management of executive dysfunction in school-aged children. Speakers will differentiate executive dysfunction from other disorders and clarify when to employ language, social, or behavioral treatment. Case studies are used to illustrate treatment planning, goal-writing, and environmental modifications to support the common core.

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### Title: Methods Observed in a School for Children With Disabilities in Ecuador

**Presenter(s):** Julianne Fosgard, Courtney Karasinski  
**Abstract:** An undergraduate speech-language pathology student completed an independent study in Ecuador, during which she observed speech and language services at a school for children with disabilities. We discuss intervention techniques observed, the role of professionals providing speech and language services in Ecuador, and implications for practice.

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### Title: Pragmatic Abilities & Multiculturalism: Comparing Typically Developing Children From USA & Brazil

**Presenter(s):** Thais Santos, Fernanda Dreux, Vikram Dayalu, Brian Shulman  
**Abstract:** This study aimed to characterize and compare pragmatic skills of American children from Brazilian parents who live in USA and Brazilian children who live in Brazil as measured by the Test of Pragmatic Skills. Results were better for children American children. Discussions about the reason for the differences are relevant.

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### Title: School-Age Language Sample Analysis: The Utility of Rubric Scoring

**Presenter(s):** Megan Mahowald, Kelsey Otto, Nicole Rechtzigel, Sandra Ewel  
**Abstract:** This study explores the utility of rubric analysis of language samples for first, third and fifth graders. Sixty-six participants’ transcripts were analyzed using an adapted rubric. Results indicate that there are both developmental differences between grade levels and significant positive correlation to standardized language and reading assessment.

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</table>
**Title:** Teacher Knowledge of the Signs & Symptoms of Communication Disorders  
**Presenter(s):** Kalie Menders, Richard Zipoli  
**Abstract:** Findings will be presented on teachers’ knowledge of the signs and symptoms of communication disorders. Teachers’ descriptions of their referral process will be analyzed to determine if teachers are able to make appropriate referrals. Qualitative analysis will be used to analyze teachers’ responses to a series of semi-structured interview questions.

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<td>Level/Type: Introductory/Research Submission</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: A Qualitative Examination of the &quot;Goal&quot; in Speech &amp; Language Treatment</td>
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**Presenter(s):** Heather Kauffman  
**Abstract:** This presentation will present a qualitative study proposal to understand the lived/shared experiences of those with aphasia and the treating clinicians (speech therapists) with the purpose of determining what is important to the individual with aphasia and what is important to the treating therapist in terms of goals.

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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Assessing &amp; Treating Acquired Alexia in a Bilingual: A Case Study</td>
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**Presenter(s):** Marta Korytkowska, Katherine Paulino, Kathy Velasco, Olga Iukalu-Tokarsi, Carmen Mustelier, Cristi Espada-Esposito, Amy Vogel-Eyny, Katy Borodkin, Mira Goral  
**Abstract:** This presentation will describe a case study to address the assessment and treatment of bilingual individuals with acquired reading impairment and aphasia resulting from a stroke. Descriptions of impairments and treatment generalization patterns will be discussed.

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<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Communication Satisfaction of Care Providers of Persons With Dementia</td>
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**Presenter(s):** Katelyn Huval, Meghan Sarge, Jacqueline Guendouzi, Lusine Nahapetyan  
**Abstract:** We sought to determine the presence of a relationship between demographic characteristics of care providers of persons with dementia (PWD) and their conversation satisfaction with PWD via survey. Multiple analyses were used to determine if a relationship existed. Results, clinical implications, and future research will be discussed.

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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Conversational Behaviors &amp; Attitudes Towards Communication Following a Communication Partner-Training Program for Persons With Aphasia</td>
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**Presenter(s):** Allison Yutesler, Yasmeen Shah, Kristin Slawson  
**Abstract:** This study examined the conversational behaviors of dyads of persons with aphasia and their familiar communication partners, and investigated changes in behaviors as a result of attending a communication partner training program. Attitudes about communication were examined and related to conversational behaviors observed pre- and post- training.

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</table>
### Topic Area: Language Disorders in Adults (SLP)

#### Title: Decreasing Interactive Barriers in Long-Term Care Facilities for Individuals With Aphasia

**Presenter(s):** Jamie Hartwell Azios, Jack Damico, Nancye Roussel

**Abstract:** Individuals with aphasia in long-term care (LTC) often experience barriers to interaction resulting from patterns of context and culture inherent in facilities. This qualitative study explores the contextual makeup of LTC and identifies obstacles to authentic, meaningful communicative interactions. Clinical implications for assessment and intervention in aphasia are detailed.

**Session Code:** 9044  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

#### Title: Errorless vs. Errorful Learning in Computer-Mediated Home Treatment for Post-Stroke Apraxia of Speech & Acalculia

**Presenter(s):** Ting Waymouth, Julia Slade, Laura Baylies, Yu-kyong Choe

**Abstract:** Despite positive reports of computerized treatment for acquired language disorders, we lack full understanding of how individual program components affect treatment outcome. This case study examines the cueing hierarchy by comparing the effectiveness of errorful and errorless learning of numbers for a participant with acalculia, AOS, and mild anomic aphasia.

**Session Code:** 9045  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

#### Title: Indexing Cognitive Effort During Auditory Sentence Processing in Multiple-Image Displays: Pupil Size vs. Fixation Duration

**Presenter(s):** An Dinh, Brooke Hallowell

**Abstract:** We compared fixation duration (FD), an eyetracking measure, and task-evoked responses of the pupils (TERPs), as indices of cognitive effort during auditory sentence processing and viewing of multiple-image displays. Average FD and mean TERPs were influenced differently by image type (congruent versus incongruent) and sentence type (subject-relative and object-relative).

**Session Code:** 9046  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

#### Title: Morpho-Syntactic Production in Parkinson’s Disease & Agrammatic Aphasia

**Presenter(s):** Jennifer Fredrick, Jessica Dick, Jiyeon Lee

**Abstract:** The declarative/procedural model (Ullman et al., 1997) was examined by comparing morpho-syntactic production in persons with Parkinson’s disease (PD) and agrammatic aphasia. Only agrammatic, but not PD participants, showed impaired production, suggesting that basal ganglia dysfunction may not be crucial in morpho-syntactic processing.

**Session Code:** 9047  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

#### Title: Neuroimaging Correlates of Phonologic Errors in the Logopenic Variant of Primary Progressive Aphasia

**Presenter(s):** Diana Petroi, Joseph Duffy, Edythe Strand, Keith Josephs

**Abstract:** One of the distinguishing features that may characterize logopenic primary progressive aphasia (lvPPA) is phonologic errors. Currently, sparse data exist on neuroimaging correlates of phonologic errors in various language tasks intended to elicit these errors. This presentation will provide insight about brain regions distinctly associated with phonologic errors in lvPPA.

**Session Code:** 9048  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster
Title: Pragmatics in Aphasia: An Analysis of Discourse Performances  
Presenter(s): Iroshika Karunanayake, Dinushee Atapattu-Bakmeewewa  
Abstract: This study investigates pragmatic breakdowns in Aphasia and its subsequent affect on their communication effectiveness, in Sinhala speaking persons with Aphasia. Pragmatic skills were assessed across Narrative, Procedural, and Conversational speech tasks. Findings indicated better-preserved non-verbal pragmatic skills in aphasics and a positive effect of pragmatic performance on communicative effectiveness.

Session Code: 9049  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Session Format: Poster  
Topic Area: Language Disorders in Adults (SLP)

Title: Script Acquisition & Maintenance in Aphasia: Impact of One & Two Doses of Treatment  
Presenter(s): Emily Braun, Jaime Lee, Hugo Fernandes, Rosalind Hurwitz, Sarel Van Vuuren, Konrad Kording, Leora Cherney  
Abstract: This study examines short-term acquisition and long-term maintenance following one and two doses (60-minute sessions) of computer-delivered conversational script training for individuals with chronic aphasia. Addition of a second dose of treatment significantly improved short-term but not long-term learning. Results provide a springboard for development of optimal treatment schedules.

Session Code: 9050  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Introductory/Professional Education  
Session Format: Poster  
Topic Area: Language Disorders in Adults (SLP)

Title: The Effects of Aerobic Exercise on Memory in Persons With Mild Cognitive Impairment  
Presenter(s): Marissa LeCardi, Patricia Remshifski  
Abstract: Rapidly growing literature strongly supports the idea that exercise, specifically aerobic exercise, can reduce cognitive impairment. The purpose of this paper is to review the effects of physical exercise on memory in persons with mild cognitive impairment. Recent animal studies and hippocampal size in correlation to memory will be addressed.

Session Code: 9051  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Session Format: Poster  
Topic Area: Language Disorders in Adults (SLP)

Title: The Effects of Stress in Aphasia Therapy  
Presenter(s): Brian Sharp  
Abstract: This study examined differences in cortisol stress levels in low intensity/frequency and high intensity/frequency aphasia therapy. High intensity therapy initially created increased psychophysiological stress as compared to the low intensity. In spite of the initial increases in psychophysiological stress, participants appear to become conditioned to the challenge.

Session Code: 9052  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Session Format: Poster  
Topic Area: Language Disorders in Adults (SLP)

Title: Transcranial Direct Current Stimulation in Post-Stroke Aphasia: Unpacking Spontaneous Speech  
Presenter(s): Catherine Norise, Daniela Sacchetti, Roy Hamilton  
Abstract: Extending a previous study employing transcranial direct current stimulation(tDCS), a non-invasive brain stimulation technique, to improve spontaneous speech and reduced overall aphasia severity in post-stroke patients with non-fluent aphasia after stroke, we now report nine patients that demonstrated individual patterns of improvement in elements of spontaneous speech following tDCS.
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<td>9054</td>
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<tr>
<td>Topic Area:</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title:</td>
<td>A Comparison of Joint Attention During Structured &amp; Unstructured Interactions</td>
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<tr>
<td>Presenter(s):</td>
<td>Krista Voelmle, Lindsey Shepley, Shelby Snyder, Brenda Salley</td>
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<tr>
<td>Abstract:</td>
<td>This project examines the impact of context on differences in infants’ joint attention behaviors, as measured during structured infant-tester play and an unstructured infant-caregiver interaction. A cross-sectional cohort participated in both tasks at either 6, 8, 10 or 12 months of age. Results have implications for assessment and intervention planning.</td>
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<tr>
<td>Topic Area:</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title:</td>
<td>Assessing Toddler Communication Using the CFCS &amp; FOCUS</td>
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<tr>
<td>Presenter(s):</td>
<td>Ashley Hopkin, Mary Jo Cooley Hidecker</td>
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<tr>
<td>Abstract:</td>
<td>Two instruments, the CFCS and the FOCUS were used to assess toddler communication. Protocols included (1) observing and assessing toddler communication; and (2) parents and teachers of the observed toddlers completing a survey about their child’s communication. Results showed a positive correlation between CFCS level and age.</td>
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<tr>
<td>Topic Area:</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title:</td>
<td>First Language Growth, Maintenance, or Loss in Bilingual Preschoolers: Longitudinal Change in Spanish</td>
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<tr>
<td>Presenter(s):</td>
<td>Lindsey Hiebert, Svenja Gusewski, Raúl Rojas</td>
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<tr>
<td>Abstract:</td>
<td>This longitudinal study used Spanish narrative language samples collected across four consecutive semesters from 39 bilingual preschoolers attending an English immersion school. Number of different words and percent grammaticality were analyzed to capture changes in the children's Spanish language development over time, including first language growth, maintenance, or loss.</td>
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<tr>
<td>Topic Area:</td>
<td>Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title:</td>
<td>Relationships Between Cognitive Proficiencies &amp; Neural Processes Underlying Language in Preschool-Age Children</td>
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<tr>
<td>Presenter(s):</td>
<td>Katelan Saunders, Valerie Rose, Amanda Hampton Wray</td>
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<tr>
<td>Abstract:</td>
<td>Neural processes underlying language are characterized by a high degree of individual variability, even in young children. This variability is likely related to variability in proficiency across cognitive abilities. The current study evaluates relationships between specific cognitive skills and the neural activity mediating language processing in preschool-age children.</td>
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### Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)

#### Title: Screening for Communication Risk Before 12 Months With the CISS: Pilot Outcomes at Three Years

**Presenter(s):** Cynthia Cress, Teresa Parrill, Janice Swanson, Sydney Rhoades, Nicole Forbes, Alayna Stokes, Kayla West, Jennifer Gray, Rachel Best, Sarah Conry, Claire Morris, Amy Olson

**Abstract:** This study reports discrimination of communication risk for typically developing infants given the Communication in Infancy and Social Screener (CISS) at 2-12 months. Parent responses in social, speech, and cognitive/play composites are compared to: a) CSBS-DP ITC composite scores at 12-15 months and b) disability outcomes at 3 years.

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<td>Level/Type: Introductory/Research Submission</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: The Development of Taxonomic Relations in Young Bilingual Children: Conceptual Scoring Demonstrates a Bilingual Advantage</td>
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<td>Presenter(s): Boji P. W. Lam, Li Sheng, Kayla Wiltz</td>
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<tr>
<td><strong>Abstract:</strong> Bilingual vocabulary assessments using single-language measures usually reveal a bilingual “disadvantage”. Conceptual scoring acknowledges that vocabulary knowledge is distributed across the two languages spoken and removes this disadvantage. We extended the usefulness of conceptual scoring to assessing vocabulary depth and revealed facilitated development of taxonomic relations in bilingual children.</td>
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<th>Session Code: 9060</th>
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<td>Level/Type: Introductory/Professional Education</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: Pre-Literacy Screening Tools: A Comparison Study</td>
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<tr>
<td>Presenter(s): Alexandra Bode, Ann Burford-Bilodeau</td>
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<td><strong>Abstract:</strong> This presentation provides a comprehensive review of early-literacy screening tools. Using inclusion criteria and research, seven screening tools were compared to determine which is the most effective and efficient in assessing pre-literacy skills in children. In addition, the lack of linguistically diverse tools is highlighted and discussed.</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: Text-to-Speech Technology: Correlation With Reading Profiles of Students With Dyslexia</td>
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<tr>
<td>Presenter(s): Jennifer Keeler, Nancy Creaghead, Noah Silbert, Tzipi Horowitz-Kraus</td>
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<td><strong>Abstract:</strong> Text-to-speech (TTS) technology can be useful as a compensatory reading strategy; however, the array of TTS presentational features that is most efficacious for specific types of reading disabilities is uncertain. The objective of this study is to investigate the relationship between TTS and behavioral test results of students with dyslexia.</td>
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<tr>
<td>Topic Area: Literacy Assessment and Intervention (SLP)</td>
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<tr>
<td>Title: Utilizing Book Groups to Promote Independence &amp; Communication Skills for Students With Autism Spectrum Disorders</td>
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<tr>
<td>Presenter(s): Cassandra Natali, Michelle Mayes</td>
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<tr>
<td><strong>Abstract:</strong> This poster session outlines the creation of a reading program to foster independent learning and increased communication for students with autism spectrum disorders (ASD). Professionals in the area of speech-language pathology and special education developed instructional materials utilizing books to target each student’s individualized education plan (IEP) objectives.</td>
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## 2016 ASHA Convention Program Sessions

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<tr>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Session Format: Poster</td>
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<tr>
<td>Title: A Case Study on the Effect of Melodic Intonation in the Treatment of Neurogenic Stuttering</td>
<td>Location/Room: CC/Hall B</td>
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<td>Abstract: The present study analyzed the effects of Melodic Intonation on the fluency of a 51-year-old male who presented with neurogenic stuttering following an ischemic CVA. The results showed a significant improvement in speech outcome measures, while eliciting spontaneous speech with the participant in conversation and in description of basic pictures.</td>
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<tr>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Session Format: Poster</td>
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<tr>
<td>Title: An Articulatory Kinematic Study of Clear Speech in Talkers With ALS</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Presenter(s): Abby Isabelle, Mili Kuruvilla-Dugdale</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Abstract: Clinically, patients with amyotrophic lateral sclerosis (ALS) are often instructed to use clear speech as a strategy to improve intelligibility. We evaluated the physiologic effects of clear speech on tongue motor control. The proposed research will provide a stronger scientific basis for this widely recommended speech strategy.</td>
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<tr>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Session Format: Poster</td>
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<tr>
<td>Title: Outcomes of an Intensive Treatment Program for Childhood Apraxia of Speech: Follow-Up Caregiver Survey</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Presenter(s): Hannah Griggs, Cynthia Core, Jodi Kumar</td>
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<td>Abstract: The current research presents outcomes of a parent/caregiver survey for a two-week intensive treatment program for children previously diagnosed with Childhood Apraxia of Speech (CAS). Results of the survey yielded parent perspectives on the structure of the program, therapy outcomes for their children, and suggestions for future therapy programs.</td>
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<tr>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Session Format: Poster</td>
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<tr>
<td>Title: Remediation Approach for Apraxia of Speech Utilizing Language Stimuli &amp; Constraint Induced Aphasia Therapy Principles</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Presenter(s): Santina Puglisi-Creegan, Courtney Miklos, Jacqueline Podewils</td>
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<tr>
<td>Abstract: It is fitting when designing a therapy plan for Apraxia of Speech (AOS) to address the factors causing the disruption while improving speech production at impairment and conversational levels. A case study analyzing the effects of using CIAT as a primary method for remediation of AOS is presented.</td>
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<tr>
<td>Topic Area: Motor Speech Disorders (SLP)</td>
<td>Session Format: Poster</td>
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<tr>
<td>Title: The Use of Technology in the Treatment of Motor Speech Disorders: Perspectives From Treating Clinicians</td>
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<tr>
<td>Presenter(s): Kimberly Wilson, Maysam Ghovanloo</td>
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<td>Abstract: There are a variety of technologically enhanced resources for a Speech-Language Pathologist to use in treating motor speech disorders (MSD). However, the limitations of existing products prompted a survey of clinicians regarding their wants and needs in equipment focused on MSD treatment. Results and implications of the survey are discussed.</td>
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Topic Area: Speech Sound Disorders in Children (SLP)
Title: Between-Syllable Simplification Patterns as a Predictor of Between-Word Patterns in Children With Speech Sound Disorders
Presenter(s): Harriet Klein, Danielle Brates
Abstract: Simplifications occurring between-syllables in multisyllabic words were compared with those between-words in continuous speech in four boys (4;0-5;5) with developmental speech disorders. Between-syllable patterns displayed the same simplifications as were previously observed between-words (Klein & Lui-Shea, 2009). Multisyllabic-word analysis could predict simplifications between-words as a starting point for busy clinicians.

Session Code: 9075
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Effects of a Home-Based Lingual Strengthening Exercise Program on Swallowing Function
Presenter(s): Elizabeth Oommen, Megan Rotunno, Chelsea Bischer, Madeline Conn, Steven Jaeger
Abstract: This study examines the effects of a home-based lingual exercise program on swallowing and muscle function in healthy older individuals. The outcomes aim to help determine whether such exercises are helpful in reversing age-related muscle changes, thereby improving swallowing, and to explore application in patients with dysphagia.

Session Code: 9076
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: A Content Comparison of Tools Used to Assess Swallowing in Head Neck Cancer
Presenter(s): Rebecca Nund, Bena Cartmill, Elizabeth Ward, Julia Maclean, Justin Roe, Joanne Patterson, Rosemary Martino
Abstract: A systematic literature search identified frequently used tools to measure swallowing outcomes in head and neck cancer. Tools were then coded using the International Classification of Functioning, Disability, and Health (ICF). The dominant tools used in this field fall mainly within Body Functions and Structures, and Activities and Participation domains.

Session Code: 9077
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Caregiver Stress Is Measurable & Varies Across Three Phases of Clinical Evaluation of Pediatric Dysphagia
Presenter(s): Nina Capone Singleton, Stefanie Braun, Lauren Masini, Jessica Saks
Abstract: This study examined caregiver stress at a child’s first swallowing and feeding evaluation. We examined (1) what the parent said, and (2) how the parent interacted with their child. Results suggest knowledge/skills training in counseling at the graduate level for SLPs, interdisciplinary teaming, and early family referrals.

Session Code: 9078
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Efficacy of a Training Method for Caregivers in Puerto Rico Feeding Geriatric Individuals With Dysphagia
Presenter(s): Lizzette Alcaraz, Lynnette Pineiro, Emily Collado-Lugo, Yashaira Pacheco-Rodriguez, Maylynne Diaz-Feliciano
Abstract: The main purpose of this study is to assess the effectiveness of safe swallow strategies training methods for caregivers in Puerto Rico who feed geriatric individuals with dysphagia during mealtimes. Upon conclusion of this investigation, implications for health care professionals, future research, and clinical practice will be discussed.
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<tr>
<th>Topic Area: Swallowing and Swallowing Disorders (SLP)</th>
<th>Title: Food &amp; Feeding Centers Our Lives, But It Ain’t About the Nutrition!</th>
<th>Presenter(s): Megan Ballantyne, Paula Leslie</th>
<th>Abstract: As clinicians, it is our professional role to ensure that people are safely consuming enough nutrients, which in some cases may mean modified diets. This approach fails to take into consideration our patients complex understanding of food. What does food really mean to people and what is essential for enjoyment?</th>
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<td>PDH(s): 15 Mins</td>
<td>Level/Type: Intermediate/Professional Education</td>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
<td>Title: Implementing Effective Communication Strategies to Increase Oral Acceptance of Foods</td>
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<td>PDH(s): 15 Mins</td>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
<td>Title: Kinesio Tape in the Treatment of Dysphagia</td>
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<td>Level/Type: Introductory/Research Submission</td>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
<td>Title: A Comparison of the Effect of Straw Phonation &amp; Yoga as a Vocal Cool Down</td>
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<td>Session Format: Poster</td>
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<tr>
<td>PDH(s): 15 Mins</td>
<td>Level/Type: Intermediate/Research Submission</td>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
<td>Title: Effects of Airflow Exercises on Voice Handicap &amp; Acoustic Measures: Preliminary Findings From Ongoing Clinical Trial</td>
</tr>
</tbody>
</table>
Title: Influence of Partner Speaking Style & Media Usage on College-Age Females’ Use of Vocal Fry  
Presenter(s): Ashley Rolf, Rachel Wojcik, Abby Hemmerich  
Abstract: Vocal fry usage in college-aged females based on behaviors of the conversational partner were examined. Participants demonstrated more frequent vocal fry when conversing with a partner using fry. High levels of media usage appears to be related to whether speakers are influenced by their conversational partner.

Session Code: 9085  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: The Influence of Uptalk & Vocal Fry on Perceptions of the Speaker  
Presenter(s): Basil Thommen, Robert Dodds, Evelyn Klein, Cesar Ruiz  
Abstract: Uptalk and vocal fry are two common voice qualities used by young adults today (Blum, 2016). Our research explores the impact that uptalk and vocal fry may have on a listener’s perceptions of a speaker. Participants listen to recordings and answer questions based on their opinions of the speaker.

Session Code: 9086  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Using Modified Resonant Voice Therapy to Enhance Speech Intelligibility in a Prelingually Deafened Individual  
Presenter(s): Marysabel Mejia, Sanyukta Jaiswal, Brittany Palmer, Antoinette Allen  
Abstract: Altered speech articulation, oral and nasal resonance, voice quality, and breath management may impact the intelligibility and prosodic characteristics of speech in prelingually deafened individuals. This case study examines the efficacy of modified resonant voice treatment targeting breath control, vocal quality, and oral resonance on overall enhancement in speech intelligibility.

Session Code: 9087  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: AAC Hospital-Based System for Arabic Users  
Presenter(s): Noor Issa, Noor Al-Turjuman, Selma Belkacem, Nawal Kabbani, Afra’a Al-Murad, Sameera Dehaithem  
Abstract: Individuals with complex communication needs in Saudi hospitals lack necessary services. We propose an AAC system to satisfy communication needs in an outpatient clinic setting for Arabic users. The system is expected to increase participation and independence of the user, which will improve his/her quality of life.

Session Code: 9088  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: AAC System for Muslims During Umrah  
Presenter(s): Sara Jad, Siba Barry, Bayan Alshehri, Jumana Bathabit, Sameera Dehaithem  
Abstract: Individuals with complex communication needs in Saudi Arabia experience decreased quality of life due to limited AAC services. We propose an AAC system for users during practicing the religious rituals of Umrah in Holy Makkah. The system aims to facilitate independence and full participation in an essential activity for Muslims.

Session Code: 9089  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Augmentative and Alternative Communication (AAC) (SLP)  
Title: Building CapAACity in School-Based Speech-Language Pathologists
 Presenter(s): Nicole Dupre, Cheval Bryant  
**Abstract:** Effective implementation of augmentative and alternative communication (AAC) is challenging. Over the past few years, Houston ISD has developed a plan to help district staff effectively collaborate with a multidisciplinary team from consideration to implementation. We will share our successes and challenges from the central team and campus perspectives.

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<td>PDH(s): 15 Mins</td>
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<tr>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title:</td>
<td>Communicative Competence in a Person With Aphasia &amp; His Partners: A Three-Step Strategy</td>
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<tr>
<td>Presenter(s):</td>
<td>Priya Kucheria, Katie Russell, Elise Peltier, Jeanine Geisler</td>
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<tr>
<td>Abstract:</td>
<td>This poster presents the results of a tailored approach designed to improve independence with using AAC and managing communicative breakdowns in a client with non-fluent aphasia. The intervention involves training communication partners in a &quot;3-step&quot; approach that emphasizes their ability to reveal, acknowledge, and progress the client’s communicative competence.</td>
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<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title:</td>
<td>Core Vocabulary Meets Bloom &amp; Lahey: AAC Intervention for Students With Significant Cognitive Disabilities</td>
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<tr>
<td>Presenter(s):</td>
<td>Nancy Quick, Karen Erickson, Penelope Hatch</td>
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<tr>
<td>Abstract:</td>
<td>This session will describe a framework for systematically approaching AAC intervention and language development among students with significant cognitive disabilities and complex communication needs. The Bloom and Lahey Model of Expressive Language Development combined with a core vocabulary has implications for intervention, progress monitoring, and coaching parents and teachers.</td>
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<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title:</td>
<td>Increasing Communication &amp; Participation Through Social Media Using AAC for Persons With ALS: A Review</td>
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<tr>
<td>Presenter(s):</td>
<td>Jamie Rosenstein, Patricia Remshifski</td>
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<tr>
<td>Abstract:</td>
<td>Definitions and parameters regarding communication and participation are changing. This paradigm shift has expanded accessibility and diversity of AAC systems. Mobile technology as AAC led to increased social media use (Light &amp; McNaughton, 2012). This review investigates use of AAC to access social media in persons with ALS.</td>
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<tr>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<td>Title:</td>
<td>Visual/Cognitive Processing Demands of Keyboard Layouts for Individuals With &amp; Without TBI</td>
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<td>Presenter(s):</td>
<td>Susan Fager, Jessica Gormley, David Beukelman</td>
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<td>Abstract:</td>
<td>Individuals with TBI may be offered AAC with a range of onscreen keyboard options. This project examines the visual-cognitive processing demands of using an ABC and QWERTY onscreen keyboard by individuals with and without TBI. Results indicate lower fixation counts durations for all participants using QWERTY compared to ABC keyboards.</td>
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<td>Level/Type:</td>
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<td>Autism Spectrum Disorders (SLP)</td>
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<td>Assessing Autism Spectrum Disorders Early: How Three Commonly Used Communication Instruments Contribute to Clinical Diagnosis</td>
<td>Heather Moore, Debra Eisert, Robert Nickel</td>
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<td>Correlation Between the Stage of Communication Development &amp; the IQ of Children With ASD</td>
<td>Aline Citino Armonia, Aline Tostes, Ana Carina Tamanaha, Jacy Perissinoto</td>
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<td>Indirect Speech Acts Comprehension of High-Functioning Autistic Children Depending on the Presence of Facial Expression</td>
<td>Hyunjoo Hwang, Young Tae Kim, Seungha Song</td>
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<td>Parent-Coaching+SocialsibS: Effects of Adding Parent Coaching to a Social Communication Intervention for Children With ASD</td>
<td>Jamie Neal, Amy Donaldson</td>
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<td>Speech Rhythm Characteristics of Children With Autism Spectrum Disorder</td>
<td>Sarah Dunaway, Andrew McMillin</td>
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</table>
### Title: Speech-Language Pathology & Recreational Therapy: Interdisciplinary Collaboration for Social/Community Access for Children With Autism

**Presenter(s):** Joan Wilson, Kristen Fedesco

**Abstract:** There are many quality of life concerns for children with autism spectrum disorders. Collaborating with a recreational therapist (RT) can help address community and leisure access and complement SLP social skills interventions. This presentation will focus on interdisciplinary collaboration between SLPs and RTs. Examples of specific activities will be presented.

**Session Code:** 9100  
**PDH(s):** 15 Mins  
**Level/Type:** Advanced/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Statistical Properties of Language & Word Learning in Children With Autism  
**Presenter(s):** Christina Reuterskiold, Emily Hadden, Iris Fishman

**Abstract:** In children with autism word learning is facilitated by orthography. We examined the influence of statistical properties of language on word learning during an online task using eye-tracking. Differences in processing related to phonotactic and orthotactic probability are explored.

**Session Code:** 9101  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** Exploring Self-Perceived Communication Competence in Adult Speakers With Velopharyngeal Insufficiency  
**Presenter(s):** Cynthia Mancinelli, Allyson Dykstra, Anne Dworschak-Stokan, Murad Husein

**Abstract:** This study evaluated how adults with velopharyngeal insufficiency (VPI) and control participants self-rated communication competence. Analyses revealed significant group differences in self-rated communicative competence across three communication contexts and communication receivers. Inclusion of self-rated communicative competence as an outcome measure may help to provide a broader assessment of VPI.

**Session Code:** 9102  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** The Study on Hypernasality Evaluation Models Using an Equation Methods That Combines Acoustic Parameters  
**Presenter(s):** Qin Wan, Ha-kyung Kim

**Abstract:** To evaluation of hypernasality, the subjective assessment has a high requirement on the evaluators, and the objective evaluation has certain limitation, because it often uses single parameter. The purpose of this study was to establish hypernasality evaluation models using an equation method that combines acoustic parameters.

**Session Code:** 9103  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Brain Morphology Differences Distinguish Children With Persistent Stuttering From Those Who Recovered  
**Presenter(s):** Ho Ming Chow, Emily Garnett, Ai Leen Choo, Soo-Eun Chang

**Abstract:** Developmental trajectories of gray matter volume were examined in children with persistent stuttering (pCWS), children who recovered (rCWS) and controls using longitudinally acquired structural MRI scans. Results support that unique gray matter growth patterns within the basal ganglia-thalamocortical circuit differentiate both pCWS and rCWS from controls, and pCWS from rCWS.
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Culturally-Based Beliefs & Perceptions of Stuttering  
**Presenter(s):** Angela Medina  

**Abstract:** This study examines two Hispanic mothers’ beliefs about the etiology of their sons’ stuttering. The mothers’ evaluations of their sons’ stuttering is investigated. Thematic analysis of data from mother-son conversational dyads reveals the role culture plays in a person’s overall stuttering experience and also others’ perceptions of their stuttering.

**Session Code:** 9105  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B

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**Session Code:** 9106  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B

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**Session Code:** 9107  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B

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**Session Code:** 9108  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B

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**Session Code:** 9109  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B
### Topic Area: Fluency (SLP)

**Title:** Reactions of Protective Service Workers Towards People Who Stutter  
**Presenter(s):** Jian Li, Hayley Arnold, Ann Beste-Guldborg  
**Abstract:** This study assessed reactions toward people who stutter (PWS) in protective services workers (e.g., police, fire fighters) compared to non-protective services workers, matched according to beliefs about PWS, familiarity with PWS, and sociodemographic variables. Findings indicate protective services workers have less helpful intended reactions toward PWS than the matched sample.

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### Topic Area: Fluency (SLP)

**Title:** School-Based Speech-Language Pathologists’ Training & Perceptions of Treating Stuttering in Bilingual Speakers  
**Presenter(s):** Abigail Smalligan, Jennifer Watson  
**Abstract:** This study examined monolingual and bilingual school-based speech-language pathologists’ training, perceived confidence, and perceptions of the treatment of bilingual children who stutter. Results indicated that modifications to undergraduate and graduate programs should be made to include additional coursework and clinical training that addresses stuttering in bilinguals.

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### Topic Area: Fluency (SLP)

**Title:** SLP Students’ Perceptions of Female SLPs Who Stutter  
**Presenter(s):** Diana Toro Ramirez, Robert Mayo, Carolyn Mayo  
**Abstract:** Undergraduate SLP students’ perceptions of female SLPs who stutter were examined. Listeners provided their opinions regarding the skill level of the speakers, willingness to hire the speakers, speakers’ potential success as clinicians, and if they would be willing to allow a female clinician who stutters to work with their child.

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<th>Level/Type: Introductory/Research Submission</th>
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### Topic Area: Fluency (SLP)

**Title:** Speech-Language Pathologists’ Perceptions Towards Typical Speakers & People Before & Upon Completion of Therapy  
**Presenter(s):** Matthew Anderson, Andrew Stuart, Joseph Kalinowski  
**Abstract:** A bipolar semantic differential scale was used to assess perceptions of speech-language pathologists(SLPs) and SLPs in training toward people who stutter(PWS)/people with aphasia(PWA) before/after therapy. Perceptions were significantly different (i.e., more negative), for PWS/PWA versus typical speakers. Perceptions of PWS/PWA were significantly more positive after therapy.

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</table>
Title: A Comparison of Standardized Tests in Assessing Semantic Lexical Knowledge  
Presenter(s): Lauren Glover, Michelle Moore  
Abstract: Sensitivity and specificity of standardized tests are critical for effective diagnostic decision-making. Two tests (one of language development, one of general intelligence) were administered to first and second graders. Results on nearly identical subtests assessing vocabulary knowledge showed that the intelligence assessment was a better predictor of overall language ability.

Session Code: 9115  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Introductory/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Accounting for Frequency, Age of Acquisition & Neighborhood Density When Choosing Target Words for Treatment  
Presenter(s): Anna Wyluda, Gabriel Cabrales, Kristin Morehead, Charlene Tsai, Marlene Zakierski, Jennifer Grimes  
Abstract: Word frequency, age of acquisition, and neighborhood density are characteristics that have been shown to affect word discrimination and learning in children. These important characteristics are rarely considered when choosing target words for treatment. We examine these characteristics in target words used in treatment sessions for children with speech-language delays.

Session Code: 9116  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Introductory/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Agreement Among Parent Ratings of Children's Pragmatic Language & Social Skills  
Presenter(s): Katherine White, Geralyn Timler  
Abstract: Agreement between parent ratings of children's pragmatic language and social skills was examined. Implications regarding use of rating scales in delineating whether a child's deficits are communication-based will be discussed.

Session Code: 9117  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Analyzing Nonmainstream American English Use in Oral & Written Language Contexts Among Middle Elementary Students  
Presenter(s): Brandy Gatlin, Lakeisha Johnson, Nicole Patton Terry  
Abstract: This study examines dialect use in an oral narrative and two written language samples among a sample of 250 second and third grade students. We analyzed and compared the frequency with which features occurred across contexts, demographic variables, and grade level. We will discuss implications for research and practice.

Session Code: 9118  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Title: Developmental Changes in the Word-Combinations of Spanish-English Bilingual Children With & Without Primary Language Impairment  
Presenter(s): Prarthana Shivabasappa, Elizabeth Peña, Lisa Bedore  
Abstract: We studied the pattern of changes in the two and three-word combinations frequently used in the narratives of Spanish-English bilingual children with and without primary language impairment (PLI). Results showed that children with TD made greater kindergarten to first grade gains in three-word combinations, with similar gains in two-word combinations.
Title: Examination of Persuasive Writing in Elementary Students  
Presenter(s): Meagan Carfield, Brittany Pochop, Margaret Wilson, Jayne Brandel, Karmen Porter  
Abstract: Fourteen 4th-6th grade students participated in three persuasive writing tasks over six months. The writing samples were evaluated for macrostructure (e.g. organization) and microstructure (e.g. sentence complexity) elements. Implications regarding the role of school-based SLPs regarding the assessment and treatment of students’ persuasive writing samples will be discussed.

Session Code: 9120  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Incorporating Language Sample Analysis Into Clinical Decision-Making  
Presenter(s): Jill Brady, Lisa Price  
Abstract: The presenters will describe language sample analysis and present two cases that illustrate how to use language sample data in clinical decision-making, including writing goals, choosing activities, and monitoring progress. Emphasis will be placed on how the language sample analysis process may be altered to meet individual clinical needs.

Session Code: 9121  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Inhibitory Control in Monolingual & Bilingual Children With SLI  
Presenter(s): Haralambia Kollia, Kristen Victorino, Grace David, Anna Szczypien, Monica Kotowski, Carolyn Montini  
Abstract: Inhibitory control was examined in monolingual and bilingual children with SLI ages 9-12 years. Bilingual children responded faster and more accurately in the standard Simon task than monolingual controls. Further, in the linguistic Simon task, the bilingual children performed comparably to the monolingual children, indicating a possible bilingual advantage.

Session Code: 9122  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Language Goals in the Classroom: Review of Current Evidence  
Presenter(s): Lisa Archibald  
Abstract: Increasingly, educational speech-language pathologists are adopting a collaborative classroom-based approach to service provision. In this talk, we'll review evidence that the most effective outcomes of a collaborative approach occur when SLPs and teachers form a professional partnership with shared planning and implementation of curricular and communication goals in the classroom.

Session Code: 9124  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Title: Searching the Evidence: Parent-Based Interventions for School-Age Students & Preschool Children With Language Impairment  
Presenter(s): Lindsey Davis, Judy Kwak, Gina Trobiani, LaVae Hoffman  
Abstract: This poster presents the findings of a search for current and relevant scientific evidence regarding the impact of parent-based interventions to address expressive language skills in school-age students and preschool children with specific language impairment.
### Title: Tracking Language Development in Children With Hearing Loss Using Language Samples

**Presenter(s):** Holly Linville, Eugenia Crosby-Quinata, Jamy Archer, Krystal Werfel

**Abstract:** Children with hearing loss have oral language deficits compared to peers with normal hearing. Language sample analysis allows clinicians and researchers to analyze children’s language in a naturalistic context. This study analyzed language samples to determine how skills across language domains develop over time for children with hearing loss.

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### Title: Understanding Emotion-Laden Narratives in Children With Language-Learning Differences

**Presenter(s):** Janet Bradshaw, Alyson Lindner

**Abstract:** Socio-emotional skills are evidenced early in childhood and development is rapid. Social deficits have both immediate and long-term consequences in children’s academic success and social development. This study examined the relationship between language ability, social skills, and understanding socio-emotional cues in narratives with second grade children.

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<td><strong>Topic Area:</strong> Language and Learning in School-Age Children and Adolescents (SLP)</td>
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### Title: Withdrawn Behavior in Children With Language Impairment

**Presenter(s):** Martin Fujiki, Bonnie Brinton, Maille Coombs, Craig Hart

**Abstract:** The Teacher Behavior Rating Scale (TBRS) was administered 173 children with LI and 182 typically developing children to examine two subtypes of withdrawal: reticence and solitary passive (unsociable) withdrawal. Individual item ratings were compared across groups to identify the greatest points of difference in performance.

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<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
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### Title: Conversational Coaching: Facilitating Communication Between Individuals With Aphasia & Their Spouses/Caregivers

**Presenter(s):** Pei-Fang Hung, Elizabeth Wildermuth

**Abstract:** The ultimate goal of socially-based treatment approaches is to improve an individual with aphasia’s quality of life. Within a social approach, the focus of therapy emphasizes the collaborative nature of communication. The presentation will discuss the procedures of conversational coaching and the practical issues through a clinical study.

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<td>PDH(s): 15 Mins</td>
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<td>Session Format: Poster</td>
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<tr>
<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
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### Title: Conversational Gesture in Persons With Aphasia With & Without Ideomotor Apraxia

**Presenter(s):** Cole Burkholder, Scott Thorbjornsen, Beth Macaulay

**Abstract:** Types of gesture produced during spontaneous conversation were compared between persons with non-fluent aphasia with and without ideomotor apraxia and neurologically normal controls. It was found that gesture production differed significantly between the different groups indicating that presence of ideomotor apraxia may influence gesture production during communicative interaction.

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Speech-Language Pathology Sessions (updated as of 9/2/16)
Title: Effects of an Arts-Based Communication Program for Dementia: Empirical Data
Presenter(s): Megan Gardner, Jamie Mayer
Abstract: This project involved the development and implementation of an observational data collection tool for an art program, Color Me a Memory,™ for individuals with dementia. Prevalence of dementia is rapidly increasing as members of the baby-boomer generation bypass 65 years old (Alzheimer’s Association). This demands exploration of alternative treatment.

Session Code: 9133
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)

Title: Feasibility & Efficacy of Structural Priming Treatment to Improve Language Production in Aphasia
Presenter(s): Grace Man, Jiyeon Lee
Abstract: This study examines the efficacy and feasibility of using structural priming to improve sentence production in persons with agrammatic aphasia. Findings to date show that a novel training paradigm using implicit structural learning results in positive long-term improvement of trained sentences and generalization to untrained sentences and narrative speech.

Session Code: 9134
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)

Title: Long-Term Recovery in Aphasia
Presenter(s): Mara Goodman, Pelagie Beeson, Stephen Wilson, Julia Fisher
Abstract: Limited data are available regarding long-term recovery in chronic aphasia. In this study, we examined language recovery in 108 individuals with aphasia who participated in treatment over extended periods of time. Significant improvement was shown, particularly within the first few years and in individuals with moderate levels of severity.

Session Code: 9135
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)

Title: Patient-Reported Outcomes From an Intensive Computer-Based Writing Intervention
Presenter(s): Jaime Lee, Julia Carpenter, Grace Gustafson, Leora Cherney
Abstract: We identify and describe patient reported outcomes (PROs) derived from interviews with individuals with chronic aphasia following an intensive writing treatment. Participants reported improvements in writing corresponding to domains including functional activities and social communication. PRO data is compared with performance on the Writing Scale of the Western Aphasia Battery.

Session Code: 9136
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language Disorders in Adults (SLP)

Title: Rehabilitating Agrammatism in Nonfluent Aphasia: Could Speech Entrainment Work?
Presenter(s): Kristie Kannaley, Dirk Den Ouden, Julius Fridriksson
Abstract: Patients with agrammatism present with deficits in the usage of function words and bound inflectional morphemes. This study analyzes differences in the production of grammatical morphology for picture description tasks versus speech entrainment tasks to predict the effectiveness of speech entrainment therapy for the rehabilitation of patients with non-fluent aphasia.
# 2016 ASHA Convention Program Sessions

**Title:** Relationship Between Eye Movements During Reading & Severity of Reading Impairment in Persons With Aphasia  
**Presenter(s):** Dongyin Mei, Julius Fridriksson, Kimberly Smith  
**Abstract:** Eye movements reflect cognitive-linguistic processing of normal readers. The current study examined the relationship between severity of reading skills in individuals with aphasia and eye movements observed during reading. The results showed that eye tracking measures failed to reflect severity of reading impairments in the individuals with aphasia.

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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
<td><strong>Title:</strong> Road Sign Interpretation in Older People With &amp; Without Aphasia: A Pilot Study</td>
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<tr>
<td><strong>Presenter(s):</strong> Neila Donovan, Caitlin Brown, Meghan Savage, Chantelle Varnado, Scott Parr</td>
<td><strong>Abstract:</strong> We studied whether differences in accuracy and response time existed between two groups (10 controls [CG] and 10 with aphasia [AG]) on a computerized road sign interpretation task. Aphasia significantly impacted accuracy and response time than CG. Within the AG, responses were slower and less accurate as road sign complexity increased.</td>
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<td><strong>Level/Type:</strong> Introductory/Research Submission</td>
<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
<td><strong>Title:</strong> The Effects of Azilect on Gait in Individuals With Parkinson's Disease</td>
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<td><strong>Presenter(s):</strong> Jordan Stierwalt, Julie Stierwalt, Leonard LaPointe, Kaitlin Lansford</td>
<td><strong>Abstract:</strong> Injurious falls are a major medical concern and a huge drain on resources in terms of monetary and personal costs. Aging results in a higher incidence of neuropathology, which often has harmful cognitive and motor effects. This research examines the effects of medication on gait in individuals with Parkinson Disease.</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
<td><strong>Title:</strong> Use of Visual Scene Displays to Improve Storytelling Conversations by an Adult With Nonfluent Aphasia</td>
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<tr>
<td><strong>Presenter(s):</strong> Joanne Lasker, Kristen Holz</td>
<td><strong>Abstract:</strong> An adult with chronic aphasia learned to use a Visual Scene Display (VSD) iPad application to participate in storytelling conversations with unfamiliar partners. Analyses demonstrated improved conversation effectiveness supported by device and speech behaviors. Generalization occurred to untrained story probes. Social validity ratings reflected improvement in storytelling conversations with VSD.</td>
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<td><strong>Level/Type:</strong> Intermediate/Professional Education</td>
<td><strong>Topic Area:</strong> Language Disorders in Adults (SLP)</td>
<td><strong>Title:</strong> Who Done It? Engaging Adults With Aphasia One Murder Mystery at a Time</td>
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<tr>
<td><strong>Presenter(s):</strong> Courtney Caruso, Sarah Korostoff</td>
<td><strong>Abstract:</strong> The presentation reviews the procedures and reported and observed outcomes of an inventive murder mystery group used to engage people with aphasia while tapping into the benefits of drama therapy and script training. Challenges, successes, and modifications for the future will be discussed.</td>
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<td><strong>Topic Area:</strong> Language in Infants, Toddlers, and Preschoolers (SLP)</td>
<td><strong>Title:</strong></td>
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| Title | Dialogic Reading in Early Childhood Settings: A Review of Literature & Directions for the Future  
Presenter(s): Jacqueline Towson, Veronica Fleury, Angel Fettig, Michael Shaw  
Abstract: In this poster, we present the results of a systematic review of dialogic reading research implemented in early childhood setting. Specific focus was given to reported fidelity of implementation, methodological rigor, treatment dosage, and measure of child outcomes. Implications for practice and direction for future research will be discussed.  
Session Code: 9143  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster |
|---|---|
| Title | Expressive Vocabulary Development in Korean-English Speaking Toddlers  
Presenter(s): Bomyung Hwang, Cynthia Core  
Abstract: This study describes expressive vocabulary abilities in Korean and English of 24 Korean-English speaking bilingual children at 22, 26- and 30-months. Results will be discussed in terms of vocabulary size in each language and Total Vocabulary. Relations between vocabulary size and relative input in each language will also be discussed.  
Session Code: 9144  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster |
| Title | Fathers’ Report of Time Spent With Preschool Children & Its Association With Language Characteristics  
Presenter(s): Megan Porter, Lisa Bowers  
Abstract: The impact fathers have on their child’s language development is an emerging area of research of critical importance. This study attempts to explore how fathers spend time with their children and identify the language characteristics of fathers highly involved in their child’s daily activities and care.  
Session Code: 9145  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster |
| Title | HomeBank: A Resource for Sharing Daylong Audio Recordings From Children & Families  
Presenter(s): Gina Pretzer, Anne Warlaumont, Mark VanDam, Brian MacWhinney, Christopher Reding  
Abstract: HomeBank is an online database of daylong audio and/or video recorded in naturalistic environments. The online database has two parts, enabling public access to a filtered subset of data and restricted access to the full database. HomeBank also manages an online code repository for data processing and analysis tools.  
Session Code: 9146  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster |
| Title | Language Outcomes of Children Born Preterm: Comparing Results From Standardized Assessment & Language Sample Analysis  
Presenter(s): Caitlin Imgrund, Diane Loeb, Steven Barlow  
Abstract: Children born preterm are at an increased risk for language impairments; however, little is currently known about their conversational language skills. In this study, the grammatical and semantic skills of preschoolers born preterm were analyzed via language sample analysis and compared to performance on norm-referenced assessment. Results will be discussed.  
Session Code: 9147  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)  
Date: Saturday, November 19, 2016  
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Presenter(s): Amy Novikoff, Therese O’Neil-Pirozzi, Miriam Sanchez

Abstract: This clinic-based research pilot study examined the effectiveness of a group intervention that taught low income Spanish-speaking parents use of facilitating language utterances to stimulate verbalizations of their 3- and 4-year old children with language delay/disorder. Intervention content and family study outcomes will be presented.

Session Code: 9148
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)
Title: Preliminary Evidence Towards the Use of an Early Gesture Screening Cutoff for Toddlers
Presenter(s): Sheri Stronach
Abstract: Early social communication predicts later language development, thus detecting delays in gesture use may lead to earlier enrollment in intervention. This study provides preliminary support for the utility of a 16-gestures by 16-months cut-off based on parent report compared to a direct language screening test in 16- to 42-month-old toddlers.

Session Code: 9149
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Literacy Assessment and Intervention (SLP)
Title: Following the Eyes for Insights: An Investigation of Reading Processes in Children With Language Disorder
Presenter(s): Holly Damico, Geraldynn Anderson, Ryan Nelson, Jack Damico
Abstract: This project is a pilot study of the constructive process of meaning-making during reading with elementary aged children with language disorder. Using a psycholinguistic theory of reading, eye tracking technology will allow the investigation of how and where the eye seeks relevant information and recognizes intentional errors in the written text.

Session Code: 9150
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Literacy Assessment and Intervention (SLP)
Title: Large & Small Grain Phonological Detection Correlates With Reading Skill
Presenter(s): Suzanne Heller, Christine Brennan
Abstract: Phonological and reading skill are highly intertwined with increased skill in one improving skill in the other. We found that both large and small grain phonological detection were positively correlated with reading skill. These results have implications for understanding reading development and disability.

Session Code: 9151
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Literacy Assessment and Intervention (SLP)
Title: Morphological Awareness Strategies for At-Risk Kindergarten Students
Presenter(s): Jennifer Zoski
Abstract: A shared reading intervention for kindergarten students who are at risk for reading disorders will be described. The approach includes word sorts that encourage children to discover the meanings and spelling patterns of common morphological suffixes. Lists of suffixes with examples, and book titles for target suffixes will be provided.

Session Code: 9152
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Literacy Assessment and Intervention (SLP)
Title: Reading Comprehension Through Incidental Learning: Impact of the Barton Reading & Spelling System®
Presenter(s): Christina Akbari, Sarah Gearhart
Abstract: This study investigated whether reading comprehension gains through incidental learning were obtained from students participating in an after-school program utilizing the Barton Reading and Spelling System®. No difference in performance was found between the experimental and control groups on standardized assessment measures.

Session Code: 9153  
PDH(s): 15 Mins  
Level/Type: Intermediate/Professional Education  
Topic Area: Literacy Assessment and Intervention (SLP)  
Title: What Children’s Errors Teach Us About Learning to Read  
Presenter(s): Nelson Moses, Evita Hernaez  
Abstract: The purpose of this presentation is to report results of an evaluation of children’s errors made while reading, and the implications of error patterns for understanding processes which may contribute to the development of reading and reading problems, and the derivation of effective reading assessment and intervention procedures.

Session Code: 9154  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Title: A Case Study on Speech Intelligibility in an Adolescent With Down Syndrome  
Presenter(s): Joy Kennedy, Christina Kelder  
Abstract: Persistent deficits in articulation and phonology are common in adolescents with Down syndrome, yet little is known about the treatment of speech sound disorders in this population. This presentation describes a case study in which a motor-based treatment approach was utilized to improve intelligibility in an adolescent with Down syndrome.

Session Code: 9155  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Title: Behcet’s Syndrome: A Case Study  
Presenter(s): Mallorie Renth, Jayanti Ray  
Abstract: The purpose of this case study was to explore the nature of voice problems, dysarthria, and swallowing issues related to Behcet’s syndrome in a 66-year-old female client. Pre- and post-intervention data analysis showed significant improvements in jaw mobility, facial movements, and head-neck relaxation along with improved quality of voice.

Session Code: 9156  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Title: Effectiveness of the Randomize That! App in a Person With Aphasia & AOS  
Presenter(s): Angela Burda, Stacie Olk, Sydney Spelde, Nicole Wakeman, Samantha Walczak, Alexander Walczak  
Abstract: The Randomize That! app allows users to enter, create and save therapy items, which can be randomly presented. This allows clinicians to incorporate principles of motor learning into treatment. The app’s effectiveness was investigated in an adult with aphasia and AOS. Results indicated improved verbal production of treated items.

Session Code: 9157  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Motor Speech Disorders (SLP)  
Title: Nonfluencies in Parkinson’s Disease Following Transcranial Magnetic Stimulation & Voice Treatment  
Presenter(s): Qiang Li, Michael Cannito, Shalini Narayana, John Tetnowski
**Abstract:** Twelve participants with Parkinson’s Disease completed speaking tasks pre-treatment, post-treatment, and at follow-up. Experimental conditions were Lee Silverman Voice Treatment (LSVT-LOUD®) augmented with transcranial magnetic stimulation (TMS) at either the left or right ventral motor strip (or sham condition). Results were based upon counts of stuttering and other nonfluency behaviors.

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<td>Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Prevalence of Orofacial Motricity Disorders in a Home-Based Population in Southern Brazil</td>
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<tr>
<td>Presenter(s):</td>
<td>Rafaela Rech, Alexandre Baumgarten, Jeanne Schmidt, Juliana Hilgert, Bárbara Goulart</td>
</tr>
<tr>
<td>Abstract:</td>
<td>This study aims to estimate the prevalence of orofacial motricity disorders (OMD) based on a household survey performed in southern Brazil. From 1246 people interviewed, 11.9% presented OMD. In the crude analysis all the exploratory variables were associated with the outcome. After adjustment, only poor nasal breathing was statistically significant.</td>
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<td>Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Speech Characteristics &amp; Listener Attitudes Toward Speakers With Dysarthria</td>
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<td>Presenter(s):</td>
<td>Daniel Reilly, Kathryn Connaghan, Rupal Patel</td>
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<tr>
<td>Abstract:</td>
<td>This study examined listener impressions of non-speech attributes of individuals with dysarthria. The relationship between ratings of speech characteristics and listener attitudes was further examined. Understanding key characteristics contributing to negative attitudes toward speakers with dysarthria is central to designing interventions aimed at reducing the disabling impact of communication disorders.</td>
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<td>Motor Speech Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>The Relationship Between Speech Impairment &amp; Communicative Participation in Parkinson’s Disease: A Pilot Study</td>
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<td>Presenter(s):</td>
<td>Yi-Fang Chiu</td>
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<tr>
<td>Abstract:</td>
<td>The acoustic properties of speech impairment in Parkinson’s disease were directly compared to the communicative limitations experienced by the speakers. The results of the study identify the acoustic variables associated with communication difficulties. It provides information to guide comprehensive dysarthria assessment.</td>
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<td>Speech and Language Science (SLP)</td>
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<tr>
<td>Title:</td>
<td>Does Iconicity Influence Lexical Organization?</td>
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<td>Presenter(s):</td>
<td>Pamela Smith, Kristin Henkel</td>
</tr>
<tr>
<td>Abstract:</td>
<td>Iconicity has been found to influence lexical organization in Deaf (ASL) speakers. This study examines whether iconicity is also a factor in lexical organization by other individuals who either have limited competence with ASL or no knowledge of ASL at all.</td>
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<td>Speech and Language Science (SLP)</td>
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<tr>
<td>Title:</td>
<td>Interpretation Accuracy &amp; Certainty in Responses to Conversational Rule Violations: A Study in Cognitive Pragmatics</td>
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<tr>
<td>Presenter(s):</td>
<td>Linda Hoag, Janice Bedrosian</td>
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**Abstract:** This study examined how risks for (mis)communication posed by messages violating Grice’s maxims in a transactional interaction are handled by public service providers, through their spoken responses, with respect to the extent/degree of their accuracy of interpretation of the intended purpose and meaning of message content and certainty.

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<td>Topic Area: Speech and Language Science (SLP)</td>
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<td>Title: Reading Through the Ears: How McGurk Effects Reflect Reading History</td>
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<td>Presenter(s): Lena Martone, Allison Burns, Kaitlyn Harper, Kaleigh Keplinger, Dirk Den Ouden, Lesly Wade-Woolley</td>
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<tr>
<td>Abstract: This project investigates whether audiovisual integration problems persist in adults with a childhood history of reading difficulty, as reflected in reduced McGurk Effects, compared to persons with typical reading development. Results will be used to assess whether these groups use auditory and visual cues to the same extent.</td>
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<td>Topic Area: Speech and Language Science (SLP)</td>
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<td>Title: Respiratory Kinematics During Turn Exchange in Romantic Couples</td>
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<td>Presenter(s): Megan Parsons, Eugene Buder, Rummana Bari</td>
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<tr>
<td>Abstract: This study investigated respiratory kinematics during interactive speech tasks in romantic couples. Results did not find difference in slope, duration, and area measurements between tasks so data were collapsed across tasks. There were, however, differences between inspiration types. Additional analyses will investigate respiratory phase alignment at turn taking boundaries.</td>
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<th>Session Code: 9165</th>
<th>Date: Saturday, November 19, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: The Role of Emotional Memory in Written Material</td>
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<tr>
<td>Presenter(s): Yoon Ji Kim, Diana Van Lancker Sidtis, John Sidtis</td>
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<tr>
<td>Abstract: Little is known about how emotional content in written narratives is encoded into memory. This study examines the role of emotion in written material by performing recognition tasks, using transcribed narratives produced in emotional or neutral tones. Results support a role for emotional content in retention of verbal material.</td>
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<tr>
<th>Session Code: 9166</th>
<th>Date: Saturday, November 19, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Poster</td>
</tr>
<tr>
<td>Topic Area: Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title: Efficacy of Multiple Oppositions Intervention vs. Cycles Phonological Remediation -- Treating Phonological Disorders</td>
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<tr>
<td>Presenter(s): Ruixia Yan, Katherine Steffney, Colleen Deignan, Amy Viti, Anna Parsons, Lisa Stumpp, Jordyn Donnelly, Adina Rosenthal, Lori Cimino</td>
<td></td>
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<tr>
<td>Abstract: Phonological disorders are among the most prevalent communicative disorders diagnosed in preschool and school age children. This study compares the efficacy of the cycles phonological remediation approach vs. the multiple oppositions intervention to treat clients with phonological disorders.</td>
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<th>Session Code: 9167</th>
<th>Date: Saturday, November 19, 2016</th>
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<td>Level/Type:</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Speech Sound Disorders in Children (SLP)</td>
<td></td>
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<tr>
<td>Title: Kinematic Analysis of Limb Movement in Children With Childhood Apraxia of Speech &amp; Speech Delay</td>
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<tr>
<td>Presenter(s): Jenya Iuzzini-Seigel, Kaillie Enser</td>
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</table>
Abstract: A large percentage of children with childhood apraxia of speech (CAS) are reported to have fine and gross motor impairments. The current study uses behavioral and kinematic measures to investigate motor ability and its relation to speech and cognitive-linguistic deficits in children with CAS compared to those with speech delay.

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<th>Session Code: 9168</th>
<th>Date: Saturday, November 19, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Level/Type:</td>
<td>Session Format: Poster</td>
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<tr>
<td>Speech Sound</td>
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<td>Disorder in</td>
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<td>Children (SLP)</td>
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<tr>
<td>Title:</td>
<td>Using Phonological Analysis</td>
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<td>Software in the Assessment &amp;</td>
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<td>Treatment of Speech Sound</td>
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<td>Disorders</td>
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<tr>
<td>Presenter(s):</td>
<td>Philip Combiths, Ray Amberg,</td>
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<td></td>
<td>Jessica Barlow</td>
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<tr>
<td>Abstract:</td>
<td>This presentation details the</td>
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<td></td>
<td>clinical uses of Phon, a free</td>
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<td>phonological transcription/analysis software, for thorough and efficient analysis of connected speech. A plugin was developed for Phon to automate aspects of phonological assessment following the Phonological Analysis and Treatment Target Selection protocol (PATT; Barlow, Taps, &amp; Storkel, 2010).</td>
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<td>Topic Area:</td>
<td>Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title:</td>
<td>Variability in Interpreting &quot;Ed</td>
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<td>ucational Need&quot; for Children With</td>
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<td>Speech Sound Disorders</td>
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<tr>
<td>Presenter(s):</td>
<td>Lisa Boldini, Kelly Farquharson</td>
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<tr>
<td>Abstract:</td>
<td>The Individuals with Disabilities Education Act (IDEA) mandates that public schools use “educational need” to determine eligibility for special education services. For children with speech sound disorders, educational need is often misinterpreted. We will present results of a focus group and nationally-distributed survey examining this variability in interpretation among SLPs.</td>
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<tr>
<td>Topic Area:</td>
<td>Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Establishing a Cue-Based Feeding</td>
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<td>Skills Assessment in a Level 4</td>
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<td>NICU</td>
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<td>Presenter(s):</td>
<td>Michele Morrow, Lynn Fuchs</td>
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<tr>
<td>Abstract:</td>
<td>The Nemours Cue-Based Feeding</td>
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<td>Skills Assessment was created to</td>
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<td>provide a mechanism in which to</td>
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<td>document an infant’s skill</td>
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<td>progression towards achieving</td>
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<td>oral feeding success as well as</td>
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<td>provide members of the medical</td>
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<td>team an avenue to effectively</td>
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<td>Topic Area:</td>
<td>Swallowing and Swallowing</td>
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<td>Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Graduate Student Clinicians'</td>
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<td>Ratings of Pharyngeal Residue</td>
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<td>Using the YALE Pharyngeal Residue</td>
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<td>Rating Scale</td>
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<td>Presenter(s):</td>
<td>Brooke Welser, Megan Cuellar,</td>
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<td>Christina del Toro, Patricia</td>
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<td>Gibbons</td>
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<tr>
<td>Abstract:</td>
<td>The recently developed Yale</td>
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<td>Pharyngeal Residue Rating Scale</td>
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<td>uses descriptive anatomical terms</td>
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<td>to assess post-swallow residue</td>
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<td>severity. This study examined the</td>
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<td>accuracy and reliability of</td>
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<td>graduate student clinicians’</td>
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<td>ratings of residue using YPRRS.</td>
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<td>Findings inform pedagogical</td>
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<td>practices used to train students</td>
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<td>on the interpretation of FEES to</td>
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<td>assess swallowing.</td>
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<td>Topic Area:</td>
<td>Swallowing and Swallowing</td>
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<td>Disorders (SLP)</td>
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<tr>
<td>Title:</td>
<td>Novel Method for Examining Flow</td>
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<td>Rates, Posture &amp; Bolus Size</td>
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<td>During Open-Cup Drinking in</td>
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<td>Children</td>
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<tr>
<td>Presenter(s):</td>
<td>Kristen Siskovich, Kelli Linder,</td>
</tr>
<tr>
<td></td>
<td>Michael Bailey Van-Kuren, Donna</td>
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<td>Scarborough</td>
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</table>
Abstract: This study examined flow rates, posture, and bolus sizes during open-cup drinking in typically developing children. Angles of body positions while drinking under several conditions were captured using a Kinect system. This novel data will provide researchers and clinicians foundational information regarding the relationship between body positioning and flow rate.

Session Code: 9173  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Optimizing Feeding & Nutrition Support for Young Children With Developmental Delays  
Presenter(s): Kimberlee Harmon, April Litchford, Nicholas Draper, Lauren Call, Audrey Rutz, Danielle Friberg  
Abstract: The purpose of this study was to examine and improve the gaps in service in the Neonatal Follow-up Program. 10 participants were asked to respond to open-ended interview questions. A SWOTT analysis and a cost-benefit analysis was also conducted to develop recommendations to improve the Neonatal Follow-Up Program.

Session Code: 9174  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Physiological Source of High Resolution Cervical Auscultation Signals During Swallowing  
Presenter(s): Atsuko Kurosu, Joshua Dudik, Ervin Sejdic, James Coyle  
Abstract: Physiologic source of high resolution cervical auscultation (HRCA) vibrations, recorded during videofluoroscopic examination of 100 swallows obtained from 35 stroke patients, were examined. HRCA vibratory features were associated with several physiological events during oropharyngeal swallowing. These direct links could be used to develop more objective dysphagia screening techniques.

Session Code: 9175  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Introductory/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: The Effect of Flavors on Swallowing Behavior  
Presenter(s): Hana Lee, Adam Shavit, Gisela Lopez  
Abstract: The sensory properties of foods and drinks can modulate swallowing. We measured the effect of lemon juice(5% in volume) and white sugar(7.5% in weight) dissolved in water on the duration and volume of swallowing and found significant interactions and a main effect for the presence of lemon on both measures.

Session Code: 9176  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Comparing Dysphonic Speech From Children & Adults Using Landmark Analysis  
Presenter(s): Jenna LeFevre, Keiko Ishikawa, Elizabeth Hary, Lisa Kelchner, Suzanne Boyce  
Abstract: The purpose of this study was to acoustically characterize speech from children and adults with and without dysphonia using landmark analysis. Recordings of Consensus Auditory Perceptual Evaluation of Voice sentences were analyzed. The effects of dysphonia, age, and gender on landmark expression and their clinical relevance will be discussed.
### Abstract:
The purpose of this study was to explore the prevalence of voice problems among Imams during Ramadan in Turkey.

**Session Code:** 9178  
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Level/Type:** Introductory/Research Submission  
**Session Format:** Poster  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Psychosocial Effects & Perceived Quality of Life in Individuals With Adductor Spasmodic Dysphonia  
**Presenter(s):** Christie DeLuca, Celia Stewart  
**Abstract:** Historically, psychosocial symptoms and their relationship to perceived quality of life for individuals with adductor spasmodic dysphonia (ADSD) have not been thoroughly explored. This study assesses self-perceived vocal symptoms, psychosocial effects, and quality of life in individuals with ADSD, as outlined by the WHO ICF model framework.

---

### Abstract:
The construct of measuring dysphonia is explored in this poster through a correlational study of data from 50 patients using Analysis of Dysphonia in Speech and Voice (ADSV) scores and other voice measures (CAPE-V and VHI). These results have clear implications for clinicians looking to document voice outcomes.

**Session Code:** 9179  
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Level/Type:** Intermediate/Research Submission  
**Session Format:** Poster  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Relationship Between the ADSV & Patient & Clinician Perception of Dysphonia: A Pilot Study  
**Presenter(s):** Laura Vygantas, Gail Kempster  
**Abstract:** The construct of measuring dysphonia is explored in this poster through a correlational study of data from 50 patients using Analysis of Dysphonia in Speech and Voice (ADSV) scores and other voice measures (CAPE-V and VHI). These results have clear implications for clinicians looking to document voice outcomes.

---

### Abstract:
Children and young adults who use augmentative and alternative communication experience social isolation, illiteracy, and learned helplessness. There is a shortage of professionals to serve this population. Results from an interaction study describing the speech and language styles used by paraeducators working with students who use AAC will be shared.

**Session Code:** 9180  
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Level/Type:** Intermediate/Research Submission  
**Session Format:** Poster  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** AAC Speak: Speech & Language Style Differences Towards Children Who Use AAC Devices  
**Presenter(s):** Stephanie Meehan, Jane Wegner  
**Abstract:** Children and young adults who use augmentative and alternative communication experience social isolation, illiteracy, and learned helplessness. There is a shortage of professionals to serve this population. Results from an interaction study describing the speech and language styles used by paraeducators working with students who use AAC will be shared.

---

### Abstract:
When it comes to high-tech augmentative and alternative communication (AAC), device abandonment is a common problem. Thankfully, it can be avoided with a few simple steps. This presentation offers four tips to effectively train caregivers to reduce device abandonment, while increasing user initiations and connectedness to his/her environment.

**Session Code:** 9181  
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Level/Type:** Introductory/Professional Education  
**Session Format:** Poster  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** AAC With Persons With Aphasia: How to Avoid Device Abandonment With the Help of Caregivers  
**Presenter(s):** Marlena Nel  
**Abstract:** When it comes to high-tech augmentative and alternative communication (AAC), device abandonment is a common problem. Thankfully, it can be avoided with a few simple steps. This presentation offers four tips to effectively train caregivers to reduce device abandonment, while increasing user initiations and connectedness to his/her environment.

---

### Abstract:
Despite the advancement in AAC technology, use of high tech devices is still limited. Rejection of devices maybe due to their unfriendly designs. We propose a design of a speech-generating robot for children with complex communication needs. The design may increase acceptance and use of SGDs.

**Session Code:** 9182  
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Level/Type:** Introductory/Professional Education  
**Session Format:** Poster  
**Topic Area:** Augmentative and Alternative Communication (AAC) (SLP)  
**Title:** An AAC Robot to Assist Children With Complex Communication Needs  
**Presenter(s):** Rahmah Alhafeez, Ghaida Gari, Daniyah Alkhawaji, Nebras Banjar, Sameera Dehaithem  
**Abstract:** Despite the advancement in AAC technology, use of high tech devices is still limited. Rejection of devices maybe due to their unfriendly designs. We propose a design of a speech-generating robot for children with complex communication needs. The design may increase acceptance and use of SGDs.
### Session Code: 9183
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Augmentative and Alternative Communication (AAC)  
**Title:** Application of a Technology-Assisted Language Intervention for Children Who Are Deaf or Hard of Hearing  
**Presenter(s):** Sandra Grether, Rose McAuley, Jareen Meinzen-Derr  
**Abstract:** Children who are deaf or hard of hearing (DHH) participated in a Technology-Assisted Language Intervention which incorporated evidence-based treatment strategies from the ImPAACT program, developed by Kent-Walsh and Binger. All participants had positive expressive language outcomes. This intervention and outcomes will be described and discussed by sharing participant case studies.

### Session Code: 9184
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Augmentative and Alternative Communication (AAC)  
**Title:** Development of a Clinical Decision Tree to Assess User Candidacy for Brain-Computer Interfaces for AAC  
**Presenter(s):** Kevin Pitt, Jonathan Brumberg, Caitlin Masterson  
**Abstract:** Brain-computer interfaces (BCIs) provide a direct link between an individual’s neurological activity and a communicational device. User candidacy for different types of BCI will vary according to individual characteristics. This study aims to establish the first multidisciplinary-based guidelines to evaluate user candidacy for BCI via a feature matching procedure.

### Session Code: 9185
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC)  
**Title:** Leveraging the 10 Principles of Neuroplasticity in Managing Chronic Aphasia  
**Presenter(s):** Lisa Haynes  
**Abstract:** This course will review the 10 principles of neuroplasticity and demonstrate how these principles, when considered, provide an approach that will allow SLPs to break through difficult challenges when training communication devices for people with aphasia. The course will include how this approach yields effective training procedures and goals.

### Session Code: 9186
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Augmentative and Alternative Communication (AAC)  
**Title:** Meta-Analyses of Gaze Toward Humans in Photographs by Individuals With Autism: Implications for AAC Design  
**Presenter(s):** Jiali Liang, Krista Wilkinson  
**Abstract:** Many studies have examined visual attention by individuals with autism to humans depicted in photographs, and yet results have been inconsistent. We conducted meta-analyses of eye-tracking studies. Individuals with autism viewed the whole screen less and were slower to fixate on humans than controls. Implications for AAC designs are considered.

### Session Code: 9189
**Date:** Saturday, November 19, 2016  
**PDH(s):** 15 Mins  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Augmentative and Alternative Communication (AAC)  
**Title:** The Voice Behind the Movement  
**Presenter(s):** Stephanie Orr, Sarah Ferry, Krista Cameron, Keri Amend  
**Abstract:** Speech and language therapy for individuals with Autism and other complex medical disorders requires an integrated approach and innovative techniques to provide effective treatment. Therapeutic environments directly impact the effectiveness of
therapy. This presentation will discuss incorporating AAC systems into unique movement environments including the pool and adapted physical education.

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<td>Level/Type: Intermediate/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: Vocabulary Development in School-Age Augmentative &amp; Alternative Communication (AAC) Users</td>
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<tr>
<td>Presenter(s): Catherine Neno, Allison Bean Ellawadi, Lindsey Paden Cargill, Samantha Lyle, Abby David</td>
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<td>Abstract: Research supports using AAC with nonverbal individuals with ASD but discrepancies persist between the language modality of AAC users and the primary language models of their language-learning environment. We investigated the impact of an immersive, speech-generating classroom on language acquisition rates of school-age children with ASD compared to traditional treatment.</td>
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<tr>
<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Assessing Theory of Mind in Children With Autism Spectrum Disorder &amp; Children With Typical Development</td>
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<td>Presenter(s): Sarita Austin</td>
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<td>Abstract: A play task incorporating fluctuating caregiver knowledge was used with children with ASD and typical development to explore theory-of-mind. Results revealed differences between the groups’ frequency and complexity of communicative bids and a subset of the ASD group using gaze without gesture more frequently than their peers.</td>
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<th>Session Code: 9192</th>
<th>Date: Saturday, November 19, 2016</th>
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<td>PDH(s): 15 Mins</td>
<td>Location/Room: CC/Hall B</td>
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<tr>
<td>Level/Type: Introductory/Research Submission</td>
<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Community-Based Interventions for Adolescents &amp; Adults With Autism Spectrum Disorders: A Review</td>
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<td>Presenter(s): Teresa Girolamo, Steven Warren</td>
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<td>Abstract: Individuals with autism age out of public education and services, but need support across the lifespan. This review summarizes the state of research of community-based interventions for adolescents and adults with autism. It includes all studies from peer-reviewed journals (1980 – 2015). Research has stagnated; however, the next steps are clear.</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Language Outcomes of the PLAY Project Home Consultation RCT for ASD</td>
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<td>Presenter(s): Allison Catalano, Nan Bernstein Ratner, Richard Solomon</td>
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<td>Abstract: Post-hoc analysis of RCT data from the PLAY early intervention program for children with ASD (Solomon et al., 2014) further supports language outcome benefits. We found significant improvements in child and maternal communication post-intervention on structural (grammatical/lexical) and functional levels, as well as maternal behaviors predictive of positive outcomes.</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Promoting Successful Transitions: Empowering Families of Adolescents With ASD</td>
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<tr>
<td>Presenter(s): Jana Waller, Marie Sanford, Tina Caswell</td>
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</table>
Abstract: This poster highlights how the stage is set for advanced parent-professional collaboration in adolescent cases of ASD. A family support group is used to promote successful transitional experiences, with active, knowledgeable participation in the transitional planning. Specific strategies used in the family support groups are described.

Session Code: 9195
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Autism Spectrum Disorders (SLP)
Title: Transcranial Direct Current Stimulation (tDCS) for Social Skill Enhancement in Adult Autism Spectrum Disorders (ASD)
Presenter(s): Joan Wilson, Christopher Garcia, Kevin Wilson, Claudia Tesche
Abstract: Although there is evidence that transcranial direct current stimulation (tDCS) improves performance on social tasks, there has been minimal investigation into using tDCS with individuals with autism spectrum disorders (ASD). The present study utilized tDCS and social skills trainings with adults with ASD. Methodology and early results will be discussed.

Session Code: 9196
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Autism Spectrum Disorders (SLP)
Title: Words as Symbols or Associations: How Children With & Without ASD Learn Words
Presenter(s): Devin Casenhiser, Elena Patten
Abstract: Typical and ASD children watched videos in which a novel object either moved together with a word that children heard, or moved before the word was heard. Results suggest that children under a language age of 12 months are affected by object label synchrony, but not children over 24 months.

Session Code: 9197
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Anticipatory Nasal Coarticulation in School-Age Children With & Without Repaired Cleft Palate: Preliminary Findings
Presenter(s): Christina Fea, Marziye Eshghi, David Zajac
Abstract: Twenty children (8-12 years of age, 10 with repaired cleft palate (CP) and adequate velopharyngeal function, 10 without CP) produced “hamper” while nasal airflow was obtained. Children with CP had significantly reduced anticipatory nasal airflow volumes (p=.014). Results are discussed relative to strategies to reduce perceptual consequences of nasalization.

Session Code: 9198
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Objective Measure of Nasal Air Emission Using Nasal Accelerometry
Presenter(s): Meredith Cler, Yu-An Lien, Maia Braden, Talia Mittelman, Kerri Byron, Cara Stepp
Abstract: Nasal air emission (NAE) is a consequence of velopharyngeal dysfunction (VPD) but is difficult to assess quantitatively. We present an objective measure of NAE using signals from accelerometers placed on nasal skin. Results from one expert speech-language pathologist (within-subject) and 25 children with and without cleft palate (between-subjects) are presented.

Session Code: 9199
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Craniofacial and Velopharyngeal Disorders (SLP)
Title: Parameters of Care for Children Born With Cleft Lip/Palate: Resources for the Community-Based Provider
Presenter(s): Michael VanLue, Caitlyn Todd
### Abstract
This presentation provides a functional timeline of care from the ACPA Parameters for evaluation/treatment of patients born with cleft lip/palate. The community/school-based provider can support appropriate/timely care by emphasizing these standards to parents, communicating treatment status to the cleft palate team, and collaborating with other providers.

### Session Code: 9200  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** A Covert Stutterer’s Speech-Language Therapy Experiences Across the Lifespan  
**Presenter(s):** Jill Douglass, Kaitlyn Smith  
**Abstract:** The case study focuses on the speech therapy experiences from primary school to adulthood of a woman who covertly stutters (i.e. passed in society as fluent). We will discuss the specifics of ineffective/effective: SLP traits, therapy environments, therapy tasks, and the therapy focus.

### Session Code: 9202  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Errors & Movement Variability With Nonword Repetition in Children Who Stutter  
**Presenter(s):** Erin Weathers, Alyssa Spanovich, Shriya Basu, Jayanthi Sasishekaran  
**Abstract:** CWS and matched control participants repeated made-up words varying in syllable length (3, 4, 6) and phonemic complexity (simple, complex) in two sessions. Percent correct productions and lip aperture variability index (LA VAR) were obtained. The effects of practice on the dependent variables in both groups will be discussed.

### Session Code: 9203  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Fluency (SLP)  
**Title:** Integrating Listener Perceptions Into Clinical & Academic Preparation of Stuttering: A Review & Proposed Approach  
**Presenter(s):** Charles Hughes, James Panico, Derek Daniels, Stephanie Hughes  
**Abstract:** Listener perception research in the area of stuttering is important to consider for the academic and clinical preparation of students. This review provides an organizational structure and practical suggestions for integrating this research into academic and clinical education.

### Session Code: 9204  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Intensive Stuttering Therapy Program With Follow-Up Intervention: Preliminary Outcomes  
**Presenter(s):** Farzan Irani  
**Abstract:** Preliminary outcome data for an intensive stuttering therapy program with telepractice follow-up is reported. The intensive program includes 60 hours of direct therapy and the 10-month follow-up includes approximately 20 hours. Data measuring stuttering severity, communication attitudes, and the overall impact of stuttering for 21 participants is reported.

### Session Code: 9205  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Fluency (SLP)  
**Title:** Key Ingredients in a Contact-Based Anti-Stigma Program for Stuttering: A Mixed Methods Analysis  
**Presenter(s):** Michael Boyle, Lauren Dioguardi, Julie Pate
Abstract: This presentation reports findings from a mixed methods study aimed at analyzing the effectiveness of a contact-based anti-stigma program for stuttering from a sample of 53 people who do not stutter. Participants reported how their understanding and attitude towards stuttering changed as a result of the contact program.

Session Code: 9206
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Processing of Self-Repairs in Stuttered & Non-Stuttered Speech
Presenter(s): Nathan Maxfield, Matthew Lowder, Fernanda Ferreira
Abstract: Little is known about how stuttering-like disfluencies (SLDs) affect specific mechanisms of sentence processing and, ultimately, oral comprehension accuracy in healthy listeners. The aim of this study was to investigate the effects of SLDs on processing of sentences containing self-repairs. Behavioral and eye-tracking data are reported.

Session Code: 9207
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Fluency (SLP)
Title: Self-Help Conferences for People Who Stutter & the Change in the Speaker's Experience: Clinical Implications
Presenter(s): Mitchell Trichon, John Tetnowski, Thales De Nardo
Abstract: Attendees (n=125) of conferences for people who stutter completed the OASES pre- and post-conference (4-6 months). Results indicate that attending self-help conference to be advantageous for PWS for particular subtests and overall score. Clinical implications and self-help resources for people who stutter will be discussed.

Session Code: 9208
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Fluency (SLP)
Title: Self-Initiated Speech Entrainment for Fluency Support in PWS
Presenter(s): Evelyn Klein
Abstract: Self-initiated speech entrainment was attempted with a male (age 14:3 with moderately-severe stuttering) who was required to deliver an oral presentation as part of his middle-school graduation requirements. Based on audio-visual speech entrainment and the EXPLAN Theory, a 5-step process was conducted with successful speech execution during the formal presentation.

Session Code: 9209
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Fluency (SLP)
Title: The Meaning & Impact of Acceptance From the Point of View of Adults Who Stutter
Presenter(s): Leah Connell, Joseph Klein
Abstract: This is the first study to examine the perceptions of people who stutter regarding the meaning and impact of acceptance and the role it plays in stuttering management and recovery. Participants stated that acceptance of stuttering impacts the severity of their stutter, their communicative effectiveness, and overall quality of life.

Session Code: 9210
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: The Role of Support Groups in the Attainment & Longevity of Treatment Goals in Stuttering
Presenter(s): Julia Unger, Emily Marshall, Drew Mancini
Abstract: The purpose of this study is to capture the implications of support group participation on long term treatment goals and theoretical knowledge about the speech disorder stuttering.

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<td>Topic Area:</td>
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<tr>
<td>Title: A Comparison of Typically Developing Students’ Expository Writing Across Grades</td>
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<tr>
<td>Presenter(s):</td>
<td>Jayne Brandel, Holley Thompson, Hannah Keil, Megan DeWerff</td>
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<tr>
<td>Abstract:</td>
<td>The expository writing ability of 128 3rd, 4th, and 5th grade students was completed in regards to macrostructure and microstructure elements using a prompt similar to that used in state assessments. Discussion of these results in regards to the evaluation and treatment for students with language-based disorders will be presented.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title: A Syntax-Based Reading Intervention for English as Second-Language Learners</td>
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<tr>
<td>Presenter(s):</td>
<td>Christina Tausch, Janet Norris, Paul Hoffman</td>
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<tr>
<td>Abstract:</td>
<td>This study investigated the effects of a six week intervention to increase syntactic awareness and meta-awareness of key structures for 20 young ESL students. The intervention consisted of 35-minute training three times per week. Results revealed significant gains in sentence combining skills. Both groups increased performance scores for reading comprehension.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title: A Systematic Review of the Effectiveness of Graphic Organizers</td>
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<td>Presenter(s):</td>
<td>Yolanda Keller Bell</td>
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<td>Abstract:</td>
<td>This systematic review examines the effectiveness of graphic organizers as an intervention to improve language and literacy. Areas such as semantics, narration, and reading comprehension were evaluated. While graphic organizers are widely used in clinical practice, further research is needed on their effectiveness with individuals with language impairments.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title: A Unique Case of Severe-Profound Language Impairment With Generally Typical Nonverbal Cognitive Skills</td>
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<td>Presenter(s):</td>
<td>Diane Ogiela, Jennifer Montzka, Amy Hardy, Gabriel Bargen</td>
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<td>Abstract:</td>
<td>This is an assessment case study of a child with an unusually large difference between her severely to profoundly impaired language skills and typical nonverbal cognitive skills. Assessment included detailed speech, language and audiological evaluation. The implications of her very poor language skills masking other cognitive abilities will be discussed.</td>
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<td>Topic Area:</td>
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<tr>
<td>Title: Adolescent Language &amp; Literacy: Using Technology to Compensate</td>
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<tr>
<td>Presenter(s):</td>
<td>Patricia Kelley-Nazzaro</td>
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2016 ASHA Convention Program Sessions

**Abstract:** Adolescent language and literacy disorders create obstacles to meeting success in secondary classrooms. SLPS are in a unique position to help adolescents face these challenges and prepare themselves for success in post secondary educational or work environments. Using technology to compensate is the key to that success.

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<tr>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Evaluating Implicit Grammatical Intervention on School-Age Children's Grammatical Knowledge</td>
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<td>Presenter(s): Danielle Brimo</td>
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**Abstract:** Children with language deficits or impairments demonstrate difficulties with language knowledge and awareness. There is extensive research identifying grammar strategies that improve grammatical knowledge of preschoolers with language impairments. This study will evaluate the effects of conversational recasting on grammatical knowledge/awareness of school-aged children with language deficits and impairments.

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<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Executive Functioning &amp; Its Relation to Oral &amp; Written Narrative Skills in African American Children</td>
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<tr>
<td>Presenter(s): Lakeisha Johnson, Brandy Gatlin, Ryan Lee James, Nicole Patton Terry</td>
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**Abstract:** To understand the impact of executive functioning (EF) on the narrative skills of African American second through fourth graders, students were administered a battery of EF measures and completed oral and written samples. Dialect density, microstructure, and macrostructure of the narratives will be investigated in relation to EF.

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<tr>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Language Therapy for the School-Age Child</td>
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<tr>
<td>Presenter(s): Michaela Ritter, Susan Sherman, Samantha Fisk</td>
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**Abstract:** Oral language ability in the areas of phonological awareness, vocabulary, morphology, syntax, and narrative accounts for much of a child's success in the academic setting. With language being dynamic, a theme based/narrative platform will used as the stimuli of language strategies for classroom success.

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<tr>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: Language Therapy in the Classroom: Why &amp; How...Strategies That Work!</td>
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<td>Presenter(s): Maggie Hansford, Elizabeth Chouinard</td>
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**Abstract:** Students identified with a language deficit can benefit with therapy in the classroom. Articles that support servicing students in the classroom note increased carryover of curriculum vocabulary development as well participating in classroom conversation. Thinking maps and graphic organizers provided that have shown to help students in the classroom.

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<tr>
<td>Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)</td>
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<tr>
<td>Title: New Activities &amp; Strategies for Developing Language &amp; Literacy Skills</td>
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<tr>
<td>Presenter(s): Vicki Ettenger</td>
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### 2016 ASHA Convention Program Sessions

**Abstract:** This interactive presentation will feature specific and effective language and literacy activities that can be adapted for all school-age students. Clinicians will leave with activities which they can present to students individually, in small groups, or to an entire class as a model for regular education teachers.

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<td>9221</td>
<td>15 Mins</td>
<td>CC/Hall B</td>
<td>Intermediate/Research Submission</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Responses of Bilingual Spanish-English Preschoolers on the CELF Preschool 2 Core Language Subtests</td>
<td>Alexandra Rosales, Margaret Kamowski-Shakibai</td>
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<tr>
<td>9222</td>
<td>15 Mins</td>
<td>CC/Hall B</td>
<td>Intermediate/Professional Education</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>SLP Evaluation Rubric, Leading the Way!</td>
<td>Karen Shirley, Shelley Kastler-Davis</td>
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<td>9224</td>
<td>15 Mins</td>
<td>CC/Hall B</td>
<td>Introductory/Research Submission</td>
<td>Language Disorders in Adults (SLP)</td>
<td>A Comparison of Word Retrieval Performance Between Grammatical Class &amp; Linguistic Contexts in Aphasia, Post-Stroke</td>
<td>Gayanthi Kodituwakku, Dinushee Atapattu-Bakmeewewa</td>
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<td>9225</td>
<td>15 Mins</td>
<td>CC/Hall B</td>
<td>Intermediate/Research Submission</td>
<td>Language Disorders in Adults (SLP)</td>
<td>Attentive Reading With Constrained Summarization-Written for People With Mild Aphasia</td>
<td>Jessica Obermeyer, Lisa Edmonds</td>
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</table>
Abstract: This project examined preliminary efficacy of Attentive Reading with Constrained Summarization-Written (ARCS-W), to improve written and spoken discourse of people with mild aphasia. Results from one participant demonstrate potential for ARCS-W to improve micro linguistic (%CUs) and macro linguistic (%MCs) discourse (written and spoken) in addition to global language skills.

Session Code: 9226  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Behavioral & Pupillometric Indices of Post-Sentential Processing Effort  
Presenter(s): Mohammad Haghighi, Brooke Hallowell  
Abstract: Using behavioral and pupillometric measures, we investigated how structuring information affects accuracy, speed, and cognitive effort during post-sentential processing of syntactically-complex sentences. Information structure interacts with syntax during post-processing of sentences for an optimally efficient performance (i.e., more accurate, faster, and less effortful responses). Theoretical and clinical implications are discussed.

Session Code: 9227  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Caregiver Burden With Parkinson’s Disease  
Presenter(s): Christine Sapienza, Bari Ruddy, Heather Newberg  
Abstract: This study represents the initial stages of a larger project seeking to understand the impact of caregiver burden for patients with Parkinson’s Disease. We will be collecting important descriptive data that will help us to find the degree of caregiver burden that exists in a sample of 100 caregivers.

Session Code: 9228  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Cognitive Reserve: Impact of Education Level on Lexical Production Tasks in Healthy Older Adults  
Presenter(s): JungMoon Hyun  
Abstract: There is growing controversy over whether the level of formal schooling in early life can contribute to cognitive reserve in later life. This study investigated the effects of education on multiple lexical production tests in order to provide useful guideline for differential diagnosis of normal aging.

Session Code: 9229  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Effects of Familiarity & Presentation Mode on Auditory-Visual Speech Recognition in Adults With Aphasia  
Presenter(s): Rachel Hahn, Mary Gospel  
Abstract: Technological therapy programs are often utilized when insurance money runs out. The current study reports on a skill needed for people to benefit from these programs, auditory-visual speech perception. Adults with aphasia completed a series of speech recognition tasks to investigate which conditions were most beneficial.
### Abstract

This pilot study investigates the effect of a 10 week educational program on perceptions about memory, memory ability, and strategy use in the home and community setting for aging individuals concerned about memory loss.

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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Innovative Communication Modalities for People With Aphasia in a Drama &amp; Speech Co-Treatment Group</td>
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<tr>
<td>Presenter(s): Darlene Monda</td>
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<tr>
<td>Abstract: Adults with mild to profound aphasia meet twice monthly in a therapeutic co-treatment group to engages in communicative exchanges not achieved in the speech therapy room or elsewhere. The presentation includes participant profiles, philosophical and practical treatment rationales, group activities and outcome measurement tools.</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Integrating Technology Into Life Participation Approach to Aphasia Programming</td>
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<tr>
<td>Presenter(s): Anne Carney, Elizabeth Hoover</td>
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<tr>
<td>Abstract: Advances in technology offer people with aphasia increasing possibilities for using technological devices to support functional communication and rehabilitation goals. In addition to dedicated technology groups, the integration of technology into LPAA programming has the potential to increase comfort and successful use of new technology for individuals with aphasia.</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Intensive Speech Therapy as a Model for Language Recovery Post-Stroke</td>
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<tr>
<td>Presenter(s): Shilpa Shampant, Shelley Adair, Ashley Marnell</td>
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<tr>
<td>Abstract: Aphasia from stroke persists long after insurance coverage runs out. Austin Speech Labs proposes a new model that allows speech and language recovery to continue as long as needed. To justify this, we tracked improvements of 26 participants using Intensive Speech Therapy and found improvement continues years after a stroke.</td>
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<tr>
<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: International Translations of the Multimodal Communication Screening Task for Persons With Aphasia (MCST-A)</td>
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<tr>
<td>Presenter(s): Kathryn Garrett, Joanne Lasker</td>
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<tr>
<td>Abstract: The Multimodal Communication Screening Tool for Aphasia (MCST-A; Garrett &amp; Lasker, 2005) systematically assesses whether people with severe aphasia can communicate using pictures, spelling, or gestures. It has been translated into 6+ languages. Translators’ modifications of images, text, and instructions to ensure cultural relevance and interpretability will be discussed.</td>
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<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Outcomes for Caregivers of Post-Stroke Individuals With Aphasia vs. Without Aphasia: A Systematic Review</td>
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<tr>
<td>Presenter(s): Kelsie Mitchell, Connelly Crowe, Nancy Vallejo</td>
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Abstract: This systematic review aimed to examine the existing research comparing outcomes for caregivers of post-stroke individuals with and without aphasia. Although survivor and caregiver communication challenges were rated more severe for people with aphasia than for people without aphasia, current research is still limited and inconsistent.

Session Code: 9236  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Patient-Reported Outcome Measures of Life Participation: Before & After Aphasia  
Presenter(s): Hsinhuei Chiou, Courtney Hinz, Hannah Seurer, Vickie Yu  

Abstract: The purpose is to examine life participation, self-reported by five adults with aphasia, before and after a stroke and how cognitive abilities affect their life participation. Overall, life participation decreased after stroke and cognitive abilities appeared to reflect level of life participation.

Session Code: 9237  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Schuell’s Stimulation Approach Administered Intensively for Severe, Chronic Aphasia  
Presenter(s): Shannon Hughes, Jennifer Mozeiko, Carl Coelho  

Abstract: Schuell’s Stimulation Approach, grounded in the theory that intensive stimulation of the auditory processor facilitates language recovery, induced clinically significant gains on standardized tests and trained naming and auditory comprehension probes utilizing an intense treatment schedule of 30 hours over two weeks for an individual with severe, chronic aphasia.

Session Code: 9238  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Script Training in Treatment of Severe Aphasia: A Case Study  
Presenter(s): Radhika Poovayya, Bhagya Shivkumar  

Abstract: Abstract A single case study with a patient with severe aphasia whose verbal expression was limited to only imitation of words was treated with script training (Youmans et al, 2005). Script training resulted in improvements in percentage of words produced with both the targeted scripts.

Session Code: 9239  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Introductory/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Smart Phones as External Memory Aids for aMCI Population  
Presenter(s): Nicole Rubin, Patricia Remshifski  

Abstract: Due to the progressive nature of impairments associated with aMCI, it is important for speech-language pathologists to be aware of the strategies that these individuals use to compensate for their impairments. This review examines a new strategy for individuals with aMCI, the use of smart phones as external memory aids.

Session Code: 9240  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Strategies Used by Speakers With Aphasia & Their Communication Partners in Enhancing Communication Success  
Presenter(s): Pramodhi Perera, Dinushee Atapattu-Bakmeewewa
**Abstract:** Use of communication strategies enhances communicative ability and participation of Speakers with Aphasia (SWA). This study suggests, linguistic behaviors observed as breakdowns could be used and modified to improve their communication effectiveness. Absence of aphasia specific communication strategies by partners may justify the negative effect on effectiveness in SWAs’ communication.

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<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: The Preliminary Reliability of Korean-Montreal Protocol for the Evaluation of Communication</td>
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<td>Presenter(s): Woo HeeRim</td>
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<td>Abstract: This study is basis stage to apply assessment tool of right hemisphere damage translated in korean culture and emotion. We conducted Korean version of MEC Protocol to normal adults. Consequently, we identified high internal consistency reliability and test-retest reliability.</td>
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<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Verb Generalization Patterns in VNeST: A Case Study</td>
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<td>Presenter(s): Elizabeth Brophy</td>
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<td>Abstract: Research suggests training complex forms may generalize to untrained simple forms with similar structural properties. A verb’s argument structure may influence its complexity and resulting generalization pattern. The present case study investigates whether training agent-assigning transitive verbs generalizes to untrained intransitive verbs, including agent-assigning unergative and theme-assigning unaccusative verbs.</td>
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<td>Topic Area: Language Disorders in Adults (SLP)</td>
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<tr>
<td>Title: Writing -- A Therapy for Anomic Aphasia?</td>
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<td>Presenter(s): William Blackburn, Meghan Savage, Roxanne Stoehr</td>
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<td>Abstract: Research has demonstrated the act of writing influences neurological development in children. A single subject ABABAA design study was conducted to examine if therapeutic writing activities would improve word-finding abilities at the discourse level in stroke victims exhibiting anomic aphasia. Results and clinical implications will be discussed.</td>
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<tr>
<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: A Longitudinal Study of Mothers’ Academic Talk During Book Sharing</td>
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<td>Presenter(s): Deborah Schloeman, Anne Van Kleeck</td>
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<td>Abstract: The academic language use of ten middle SES mothers during book sharing as their children progressed from age 2-4 was explored. Preliminary data suggests that AT exposure was present at all ages. Mothers’ use of open-ended questions and inferential language increased, while closed-set questions and literal language decreased over development.</td>
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<td>Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)</td>
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<tr>
<td>Title: Copula Form &amp; Utterance Function in Parent Input to Toddlers</td>
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Presenter(s): Amanda M. Spangenberg, Colleen E. Fitzgerald

Abstract: This study investigated overlap between parent utterance function (i.e., commenting and asking test questions) and forms of copula with varying frequencies in input to toddlers. Relationships between parents’ copula form and children’s copula acquisition will be reported. Clinical implications for providing richer grammatical input via commenting will be discussed.

Session Code: 9246  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)

Title: Critical Appraisal of Language Intervention Studies With Children Born Preterm  
Presenter(s): Diane Loeb, Katherine Schneider, Brooke Thorell  
Abstract: A systematic review and critical appraisal of the language intervention studies of children born preterm over the past 30 years was conducted. Twelve studies met the inclusion criteria and effective language intervention was present in ten of the studies. Critical appraisal criteria and implications for evidence-based practice will be discussed.

Session Code: 9247  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)

Title: Effects of Teaching Caregivers Experiencing Homelessness Decontextualized Language Use in Storybook Readings With Preschool Children  
Presenter(s): Lucas Northern  
Abstract: This pilot study examined the effects of a three-week intervention that provided caregivers experiencing homelessness with strategies to increase language quantity and decontextualized language use during shared storybook reading.

Session Code: 9248  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)

Title: Vocabulary & Phonological Awareness Instructions for Preschool Children With Language Impairment From a Low-Income Preschool  
Presenter(s): Toby Macrae, Lindsay Dennis, Kelly Whalon, Ariel Basden, Kylie Boothe, Taylor Dugan, Melanie Mandak, Amanda Romagnolo, Lindsey Shaw  
Abstract: We report on the effectiveness of teacher- and iPad-delivered vocabulary and phonological awareness instructions in children with language impairment from a low-income preschool. An adapted alternating treatments single case design will be used to examine the effects of each instruction delivered using each format on vocabulary knowledge and phonological awareness.

Session Code: 9249  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster

Topic Area: Language in Infants, Toddlers, and Preschoolers (SLP)

Title: What Every Parent Wants to Know About Speech, Language & Hearing  
Presenter(s): Michelle MacRoy-Higgins, Michael Higgins, Carlyn Kolker  
Abstract: Speech language pathologists and audiologists are involved in public education about communication disorders. Parents who have typically developing and disordered children were interviewed to understand perspectives on speech, language and hearing development. Results indicate that parents could benefit from information about milestones and warning signs related to communication development.

Session Code: 9250  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Session Format: Poster
### 2016 ASHA Convention Program Sessions

**Topic Area:** Literacy Assessment and Intervention (SLP)  
**Title:** Text-to-Speech Technology: Impact on Reading Comprehension for Students With Dyslexia  
**Presenter(s):** Jennifer Keelor, Nancy Creaghead, Noah Silbert, Tzipi Horowitz-Kraus  
**Abstract:** Text-to-speech (TTS) technology can be useful as a compensatory reading strategy; however, the array of TTS presentational features that is most efficacious for specific types of disabilities is uncertain. The objective of this study is to investigate the impact of TTS on reading comprehension of students with dyslexia.

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<tr>
<td>Title: The Effect of See-The-Sound/Visual Phonics on Single-Word Decoding Skills of First Graders</td>
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<td>Presenter(s): David Krupke, Jeffrey Knox</td>
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<td><strong>Abstract:</strong> See The Sound/Visual Phonics (STS/VP) is a gestural/symbolic strategy that represents American English sounds. Curriculum based probes were used to measure acquisition, maintenance, and generalization of single word decoding skills. Results indicated better performance of experimental group students, whose teacher embedded STS/VP into daily instruction.</td>
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<tr>
<td>Title: The Effect of Vocabulary Instruction on Reading Comprehension: Comparing Academic &amp; Tier 2 Words</td>
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<td>Presenter(s): Sarah Robinson</td>
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<td><strong>Abstract:</strong> This pilot study compares fourth grade students' vocabulary learning according to words taught (academic vs Tier 2). The impact of word learning on reading comprehension as measured by state assessments and Measures of Academic Progress will be presented.</td>
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<tr>
<td>Title: Whole Word vs. Phonics Approach for Improving Encoding Ability for Patient With Aphasia</td>
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<td>Presenter(s): Stephanie Pawlowsicz, Chelsey Anderson, Yu-kyong Choe, Sarah Gallagher</td>
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<td><strong>Abstract:</strong> This study compares spelling training of whole versus phonological words in an individual with aphasia. The participant practices spelling training with the Spelling Notebook application. Each approach utilizes a three-week training and testing of 30 words (15 trained, 15 untrained). Analysis will focus on practice effects and generalization of training.</td>
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<tr>
<td>Title: Effects of Treatment Targeting Articulatory-Working-Space &amp; Vocal-Intensity in Children With Cerebral Palsy: Acoustic Findings</td>
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<td>Presenter(s): Younghwa Chang, Megan McAuliffe, Sarah Eldib, Erika Levy</td>
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<td><strong>Abstract:</strong> Acoustic characteristics of the speech of children with dysarthria due to cerebral palsy were examined pre- and post-treatment focusing on increasing articulatory-working space and vocal intensity. Sound pressure-level, duration, and F1 and F2 increased, though variably across the children. Implications for effective treatment for pediatric dysarthria are discussed.</td>
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Title: Influences of Presentation Mode & Listener Experience on Intelligibility Ratings in Speakers With Dysarthria
Presenter(s): Laura Dennis, Dana Collins
Abstract: The purpose of this study will be to examine how ratings of intelligibility in speakers with dysarthria are influenced by the presentation mode of the speech sample: either audio-only or audio-visual. Another goal of the study will be to examine how the experience level of a listener affects intelligibility ratings.

Session Code: 9256
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: Intensive Sound Production Treatment for Apraxia of Speech: An Analysis of Error Consistency
Presenter(s): Victoria Abolafia, Jennifer Mozeiko, Carl Coelho
Abstract: Historically, presence of inconsistent error patterns in acquired apraxia of speech (AOS) has served as a diagnostic marker for the disorder. However recent evidence suggests a more consistent error pattern. Error consistency was analyzed for 3,564 consonant productions during intensive sound production treatment. Results revealed a pattern of error consistency.

Session Code: 9257
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Motor Speech Disorders (SLP)
Title: Motor Learning Guided Treatment Approach in Acquired Apraxia of Speech
Presenter(s): Rachel Johnson, Aileen Lott
Abstract: This is a case study involving two individuals of similar age and gender; who present with nonfluent aphasia and apraxia of speech (AOS). Treatment consisted of Motor Learning Guided (MLG) approach. Speech motor learning changes occurred in both individuals as measured using a multidimensional rating scale.

Session Code: 9258
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Motor Speech Disorders (SLP)
Title: The Impact of Contrastive Stress on Word & Sentence Intelligibility Across Dysarthria Severity
Presenter(s): Kathryn Connaghan, Rupal Patel
Abstract: Modulating prosody can improve communication for speakers with dysarthria. However, it is unclear if prosodic modulation strategies (e.g., contrastive stress production) are consistently effective across dysarthria severity. Findings from this preliminary investigation evaluating the impact of stress production on intelligibility suggest differential impacts across dysarthria severity.

Session Code: 9259
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Motor Speech Disorders (SLP)
Title: Tools & Tips for Maintaining Improvements in Communication Following LSVT LOUD®
Presenter(s): Angela Halpern, Heather Hodges, Cynthia Fox, Lorraine Ramig
Abstract: LSVT LOUD® is an efficacious voice and speech treatment with documented long-term results. This talk will discuss key components for equipping clients with the means to maintain the improved communication achieved during LSVT LOUD treatment. Functional tips for incorporating independent practice, technology, clinical follow-up, and group exercise will be discussed.
Title: A Kinematic Analysis of Coarticulation Effect on Schwa
Presenter(s): Yunjung Kim, Geoffrey Coalson, Jeffrey Berry
Abstract: This study examined coarticulatory effects (anticipatory, preservatory) on the vowel schwa by using an electromagnetic articulography (EMA) system. In the meeting, kinematic data on intersyllabic coarticulation between four corner vowels and schwa obtained from seven healthy female speakers will be presented and their clinical implication will be discussed.

Session Code: 9261
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech and Language Science (SLP)

Title: Complementary Brain Activity for Formulaic & Non-Formulaic Elements of Spoken Language
Presenter(s): John Sidtis, Diana Sidtis
Abstract: Functional brain imaging has assumed a major role in studying speech and language. Using performance-based image analysis of spontaneous speech, we have identified complementary patterns of brain activity for pause fillers, similar to non-formulaic repetition, and conversational speech formulas. Spontaneous speech represents a dynamic system rather than a static network.

Session Code: 9262
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Speech and Language Science (SLP)

Title: Cortical Electrical Responses Occurring Prior to Speech Initiation
Presenter(s): Maira Ambris, Maya Anger, Serena Haller, Lyndsay Hutton, Savannah Lovitt, Silas Smith, Al Yonovitz
Abstract: Brain potentials were obtained in subjects prior to initiation of speech in a clinical paradigm using a vertex electrode. Both a repeated single syllable word and CV’s were used. The sample rate permitted an analysis of both slow negative waves and faster neurogenic signals. Results indicated reliable waveform morphology.

Session Code: 9263
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Speech and Language Science (SLP)

Title: Deep Brain Stimulation: Review of Parameters for Speech & Swallowing in Patients With Parkinson’s
Presenter(s): Brian Martin, Bridget Carlile
Abstract: The primary purpose of this literature review was to determine the optimal parameters for subthalamic nucleus deep brain stimulation (STN-DBS) in patients with Parkinson’s disease (PD) for speech and swallowing. A secondary purpose to the review was to highlight common speech and swallowing problems that may result from STN-DBS.

Session Code: 9264
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Speech and Language Science (SLP)

Title: Do Healthy Adults Process Auditory Feedback in Different Ways?
Presenter(s): Kerianne Sharpe, Vikram Dayalu, Sona Patel
Abstract: This study aims to directly compare the voice and speech changes within individuals when under the influence of three types of altered auditory feedback (pitch-shifted feedback, delayed feedback, and masking noise) and two baselines. Outcome measures include measures of speech disfluencies, speech errors, and acoustic measures (frequency, intensity, and duration).
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<td><strong>PDH(s):</strong> 15 Mins</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Speech and Language Science (SLP)</td>
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<tr>
<td><strong>Title:</strong> Neurophysiologic Processing of Voicing &amp; Aspiration Contrasts in Hindi Listeners: Results of a Pilot Study</td>
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<tr>
<td><strong>Presenter(s):</strong> Reethee Antony, Brett Martin</td>
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<tr>
<td><strong>Abstract:</strong> The neurophysiologic encoding of Hindi voicing and aspiration was examined. The objective was to determine whether there is a neurophysiologic signature of the encoding of Hindi aspiration, which has not been examined previously. Results demonstrated the presence of voicing and aspiration effects on the P1-N1-P2 complex.</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td><strong>Title:</strong> The Relationship Between Fundamental Frequency Variation &amp; Articulation in Healthy Speech Production</td>
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<tr>
<td><strong>Presenter(s):</strong> Casey Behre, Christina Kuo</td>
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<tr>
<td><strong>Abstract:</strong> This study examined the potential relationship between fundamental frequency (F0) and articulation as indexed by vowel space within speakers. Findings will be discussed within the framework of the acoustic theory of speech production and with consideration for motor speech disorders.</td>
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<td><strong>Level/Type:</strong> Intermediate/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td><strong>Title:</strong> An Attempt to Reconcile the Speech Sound Acquisition Norms: The Early Eight</td>
</tr>
<tr>
<td><strong>Presenter(s):</strong> Peter Flipsen Jr, Deborah James, Scott Vokoun</td>
</tr>
<tr>
<td><strong>Abstract:</strong> Studies of age of mastery of speech sounds have yielded widely disparate results. The current study involves examination of the stimuli that were used to obtain the data (for the early eight consonants) to determine whether differences in stimuli characteristics might account for age of mastery differences.</td>
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<tr>
<td><strong>Topic Area:</strong> Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td><strong>Title:</strong> Production of Contrastive Stress by Children With Cochlear Implants: Acoustic Evidence</td>
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<tr>
<td><strong>Presenter(s):</strong> James Mahshie, Kimberly Preminger, Lauren Cierniecki</td>
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<tr>
<td><strong>Abstract:</strong> The production of contrastive stress by children with cochlear implants has not been well studied. This project describes and compares F0, intensity and durational cues used by hearing and implanted children to convey sentence stress. Analysis of similarities and differences, along with clinical implications of the findings will be presented.</td>
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<tr>
<td><strong>Level/Type:</strong> Introductory/Research Submission</td>
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<tr>
<td><strong>Topic Area:</strong> Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td><strong>Title:</strong> Perceived Swallow Efficiency During High Flow Nasal Cannula Therapy in Normals</td>
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2016 ASHA Convention Program Sessions

Presenter(s): Kaitlin Ruppel, Erin McMurdo
Abstract: Effects of the high flow nasal cannula (HFNC) on swallow function are insufficiently studied. Ten neurotypical adults received HFNC therapy with trials of food and liquid. Each completed a questionnaire assessing perceptual ease of the swallow. Results revealed that HFNC does not directly impact swallow mechanism function in normals.

Session Code: 9271
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Alterations of Intrinsic Tongue Muscle Properties Due to Aging
Presenter(s): Miranda Cullins, Nadine Connor
Abstract: Sarcopenia contributes to swallowing disorders in elderly people. The intrinsic tongue muscles are active during bolus containment and transport and may be affected by aging. Using a rat model, we found alterations in the biochemical composition and cross-sectional area of intrinsic tongue muscle fibers compared with samples from young rats.

Session Code: 9272
PDH(s): 15 Mins
Level/Type: Introductory/Professional Education
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Baby-Led Weaning: What You Need to Know
Presenter(s): Michelle Troise, Jaime Wagner
Abstract: This poster presentation will explore the practice of Baby-Led Weaning, the method of introducing solid foods to infants by presenting them with small pieces of whole-foods in sizes and shapes that they can pick up and eat by themselves, effectively eliminating the need for spoon-feeding.

Session Code: 9273
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Dysphagia Management for Respiratorily Compromised Preterm Infants in an Inpatient Rehabilitation Setting
Presenter(s): Rebecca Gormley, Stefanie Braun, Lindsey Nolt, Amy Bernd
Abstract: Medically complex infants are frequently transitioned from the NICU to the inpatient acute rehabilitation pediatric unit due to ongoing respiratory or feeding issues. Speech Language Pathologists are tasked with the challenge of maximizing feeding skills in these infants while their respiratory systems are compromised. Three case studies will be discussed.

Session Code: 9274
PDH(s): 15 Mins
Level/Type: Advanced/Research Submission
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Evidence to Support Treatment Options for Children With Swallowing & Feeding Disorders: A Systematic Review
Presenter(s): Memorie Gosa, Hillary Carden, Courtney Jacks, Amy Threadgill, Tara Sidlovsky
Abstract: This EBSR examined the state of evidence for the use of oral motor, behavioral, sensory, and/or pharmaceutical interventions to treat pediatric swallowing and feeding problems. This analysis identified four, high quality (phase 4) research articles that establish the efficacy of various behavioral interventions to treat feeding disorders.

Session Code: 9275
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Exploring Reliability of Videofluoroscopic (VFS) Measures in Parkinson’s Disease-Related Dysphagia
Presenter(s): Laura Pitts, Kristen Conway, Jessica Cramer, Alex Reicks
Abstract: Videofluoroscopic interpretation is advancing by establishing biokinematic measures. Oropharyngeal Swallowing Efficiency (OPSE) and Swallowtail measures were calculated by trained raters across 19 VFSs of persons with Parkinson’s disease (PD) to compare measurement reliability and explore which measures may be most reliable, thus suggesting PD-specific applications.

Session Code: 9276
PDH(s): 15 Mins
Level/Type: Advanced/Professional Education
Topic Area: Swallowing and Swallowing Disorders (SLP)
Title: Oral-Pharyngeal Dysphagia Following Severe Caustic Ingestion in Pediatrics
Presenter(s): Kathryn Davidson, Kayla Hernandez
Abstract: Accidental caustic ingestion can have a significant impact on the anatomy and physiology of the aerodigestive tract. This case series will document oral and pharyngeal dysphagia patterns and oral feeding difficulties following severe caustic ingestion in 3 pediatric patients treated at Boston Children’s Hospital.
Abstract: We examine whether measures extracted from week-long ambulatory recordings of the neck-surface acceleration signal (F0, SPL, vocal doses) correlate with subjective self-ratings of vocal fatigue in 23 MTD patients and 23 normal controls. Preliminary results indicate that significant correlations may exist for some individuals but group-based relationships are less clear.

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<td>Session Format: Poster</td>
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<tr>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title: LSVT® LOUD in an Adolescent Following a Cerebellar Stroke</td>
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<tr>
<td>Presenter(s): Kassandra Gacek, Linda Milosky, Sue Maxfield, Ramani Voleti, Tanya Eckert</td>
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<td>Abstract: This study examined the effectiveness of the Lee Silverman Voice Treatment LOUD (Ramig &amp; Fox, 2009) program with a school age female presenting with acquired cerebral palsy due to a cerebellar stroke. A single subject multiple baseline design across behaviors examined changes in intensity and other parameters of speech.</td>
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<tr>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title: Speaking Fundamental Frequency &amp; Pitch Sigma in Bilingual English/Hmong Women</td>
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<tr>
<td>Presenter(s): Pang Moua, Larry Solberg</td>
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<tr>
<td>Abstract: Speaking fundamental frequency (SFF) and pitch sigma were studied in 40 bilingual English/Hmong women. Thirty-second spontaneous speech samples were analyzed acoustically. SFF was significantly higher in Hmong compared to English, but pitch sigma did not differ significantly between languages. Implications of the findings will be discussed.</td>
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<tr>
<td>Topic Area: Voice and Alaryngeal Communication (SLP)</td>
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<tr>
<td>Title: Transgender Voices: A Team Approach (SLP-Theatre-Counseling) to the Interprofessional Education of Graduate Students</td>
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<tr>
<td>Presenter(s): Barbara Solomon, Richard Sullivan Lee, Rebecca Wong</td>
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<td>Abstract: This poster will describe a model collaborative approach (speech-language pathology, theatre, and psychotherapy-counseling) to educate graduate students in the treatment of transgender voices. The roles of various professionals along with specific topics in the classroom, practicum experiences, and evaluation and treatment protocols will be reviewed.</td>
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<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: AAC Device Trials: Benefits &amp; Challenges</td>
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<tr>
<td>Presenter(s): Pamela Hart</td>
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<td>Abstract: This project used consumer feedback forms from a state level assistive technology loan program to determine the benefits and challenges experienced by AAC professionals during device trials. Six hundred fifty feedback forms were analyzed and coded to determine the most common outcomes following device trials. Clinical implications will be presented.</td>
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<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: Adopting Communication-Partner Training to Improve the Long-Term Outcome for Individuals With Aphasia</td>
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<tr>
<td>Presenter(s): Brianne Kosch, Wendy Silverman</td>
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</table>
Abstract: Aphasia is a chronic condition. To optimize future success for a client, SLPs must learn to identify and train communication partners so they can continue the work once therapy ends. This presentation offers practical examples of identifying communication partners, in-session training techniques, and recommended tools for continued home practice.

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<tr>
<td>Title:</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Presenter(s):</td>
<td>Jessica Caron</td>
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<tr>
<td>Abstract:</td>
<td>Social media use is an important form of communication. Li (2010) proposed a framework for social media consumer engagement including: watching, sharing, commenting, producing, and curating. Application of this framework and results from a pilot study will be discussed in relation to social media interventions for individuals who use AAC.</td>
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<tr>
<td>Topic Area:</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title:</td>
<td>Implicit Word Learning Using an AAC App With Different Voice Output in People With Aphasia</td>
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<tr>
<td>Presenter(s):</td>
<td>Szu-Han Chen, Katya Hill</td>
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<td>Abstract:</td>
<td>The impact of computerized speech output as a variable on an augmentative and alternative communication application for four people with aphasia was investigated in this single-subject design study. Mixed Model Trajectory Analysis was used to evaluate training outcomes. Preliminary results show gains in word learning implicitly and overall language functioning.</td>
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<tr>
<td>Topic Area:</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title:</td>
<td>Improving the Quality of Peer Interactions for a Preschooler With CCN Through Intervention</td>
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<tr>
<td>Presenter(s):</td>
<td>Erica Bronstein, Jennifer Stone , Michelle Therrien</td>
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<td>Abstract:</td>
<td>This study is a post-hoc analysis of social interactions between a preschool child with complex communication needs and three peers without disabilities. The goal of our study is to determine if introducing a social interaction intervention, including provision of AAC and dyadic training increases engagement between the two children.</td>
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<tr>
<td>Topic Area:</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title:</td>
<td>Pain Location Hand Glove</td>
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<td>Presenter(s):</td>
<td>Maram Al-Ali, Nada Naghi, Weaam Al-Ameer, Sameera Dehaithem</td>
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<td>Abstract:</td>
<td>Individuals with complex communication needs are especially challenged by inability to express physical distress. We propose a pair of gloves that will facilitate expression of pain during a hospital visit. The glove is designed in order to improve the patients’ quality of life by increasing their independence and effective communication.</td>
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<tr>
<td>Topic Area:</td>
<td>Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title:</td>
<td>Use of AAC to Retrain Visual Attention Following TBI: A Case Study</td>
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<tr>
<td>Presenter(s):</td>
<td>Kimberly Eichhorn</td>
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<tr>
<td>Topic Area: Augmentative and Alternative Communication (AAC) (SLP)</td>
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<tr>
<td>Title: Using Human Factors to Evaluate Emerging AR Technologies</td>
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<td>Presenter(s): Ethan Richtsmeier, Janice Light</td>
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<td>Abstract: Some people with TBI require AAC following injury secondary to motor speech and/or language impairments. The sequelae of physical, sensory, and cognitive impairments can negatively impact communicative effectiveness. An errorless learning procedure targeting visual attention was used to establish functional communication in a Veteran following blast injury using AAC.</td>
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<td>Level/Type: Introductory/Research Submission</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: A Survey of Speech-Language Pathologists’ Use of iPads With Children With Autism Spectrum Disorder</td>
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<tr>
<td>Presenter(s): Sarah Robinson, Morgan Herz, Brittany Crume</td>
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<tr>
<td>Abstract: Recent advances in the field of augmented reality, such as the microsoft hololens and google glass, present a new opportunity for AAC systems that are more contextually integrated, relevant and cognitively salient. This presentation focuses on both these systems and human factors models that can be used to asses these devices.</td>
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<tr>
<td>Topic Area: Autism Spectrum Disorders (SLP)</td>
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<tr>
<td>Title: Mothers’ &amp; Children’s Storytelling: A Study of Dyads With TD Children &amp; Children With ASD</td>
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<tr>
<td>Presenter(s): Ana O’Neill, Tiffany Hutchins, Patricia Prelock</td>
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<td>Abstract: Non verbal children with ASD express a large proportion of interactive communicative functions that must be considering when planning intervention processes. Participants were 16 individuals with ages between 2 and 12 years, of both genders. Results point out to the existence of intentionality is this group of children.</td>
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### Session Code: 9296
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Qualitative Impact of Graduate SLP Students’ Hands-On Clinical Experiences With Adults With Autism Spectrum Disorder  
**Presenter(s):** Kaitlyn Wilson, Lisa Geary, Talisa Thomas, Gregory Chasson, Amanda Jozkowski  
**Abstract:** There is a pressing need for expanded training of SLPs to work with the growing population of adults with autism spectrum disorder (ASD). We present findings based on qualitative analysis of graduate SLP students’ written accounts of the impact of a unique hands-on clinical training experience with adults with ASD.

### Session Code: 9297
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Autism Spectrum Disorders (SLP)  
**Title:** Teaching Reading Comprehension to Learners With ASD: Connecting Teacher Practices & Research Recommendations  
**Presenter(s):** Amy Accardo  
**Abstract:** Examine the discrepancy emerging between teacher reported instructional strategies for teaching reading comprehension to learners with ASD, and the top ten research-based practices emerging from a synthesis of the research. Consider implications for practice including recommendations for professional development, and for teacher-researcher collaboration.

### Session Code: 9298
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** Clinical Considerations in Working With an Individuals With Kabuki Syndrome  
**Presenter(s):** Jennifer Wilson, Kelsey Boring, Emily Odom  
**Abstract:** A 21-year old female with Kabuki Syndrome was referred for services following Velopharyngeal Flap revision surgery. 1) Language 2) Speech 3) Voice 4) Hearing 5) Feeding/Swallowing were evaluated. The presentation will discuss treatment rationale based on current findings regarding individuals with Kabuki syndrome and issues specific to the client.

### Session Code: 9300
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Craniofacial and Velopharyngeal Disorders (SLP)  
**Title:** Supporting Intelligibility in Russian-Speaking Adult With Repaired Cleft Palate  
**Presenter(s):** Kelley Chaney, Kelsey Dunbar, Moriah Chapman, Erin Weisenberger, Kellyn Hall, Lissa Power-deFur  
**Abstract:** Navigating clinical therapy and treatment can be challenging, especially with clients with unique speech disorders. This case-study presentation focuses on an adult cleft palate repair client whose first language is Russian. Factors affecting treatment, such as compensatory strategies and Russian and English phonology, will be presented within an EBP framework.

### Session Code: 9301
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Fluency (SLP)  
**Title:** A Life Transition Model for People Who Stutter  
**Presenter(s):** Geraldine Bricker-Katz, Patricia McCabe, Steven Cumming
Abstract: For some, stuttering can persist as a chronic disorder throughout the life course. Since adverse consequences such as social anxiety can manifest before adulthood, it is prudent to examine how a life transition model can broaden the clinical and public health perspective in managing stuttering through life.

Session Code: 9302  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Intermediate/Research Submission  Topic Area: Fluency (SLP)
Title: A Survey of SLP Practices in Assessing & Treating Bilingual School-Age Children Who Stutter  Presenter(s): Jessica Garcia, Paola Perez Lopez, Diana Toro Ramirez, Maida Bermúdez Bosch, Robert Mayo, Carolyn Mayo
Abstract: The purpose of this survey study was to identify assessment and treatment practices used by SLPs working with bilingual (Spanish-English) children who stutter and their families. The results revealed that most fluency services are provided by monolingual SLPs in English. The ethical implications of these practices are discussed.

Session Code: 9303  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Introductory/Research Submission  Topic Area: Fluency (SLP)
Title: An Investigation Into Stuttering Development: A Longitudinal Approach  Presenter(s): Anthony Buhr, Barbara Kucharski, Shanley Treleaven, Annie Counts
Abstract: This study investigated the potential correlation between emotions and stuttering in a preschool-aged child. The child’s parents completed daily questionnaires to report his emotional events and fluency during those events. Objective emotional and fluency data was collected weekly. As expected, results revealed a correlation between emotional arousal and stuttering.

Session Code: 9304  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Introductory/Research Submission  Topic Area: Fluency (SLP)
Title: Auditory Processing in Fluency Disorders: Backward Masking & the Masking Level Difference  Presenter(s): Kara Joyce, Annie Ellingwood, Megan Chamberlin, Ginger Collins, Al Yonovitz
Abstract: There is no definite etiology for stuttering. One possible cause is auditory processing disorders (APD). Two procedures have been implicated to test for the presence of APD can be applied to stuttering subjects. This study will report the results of backward masking and the masking level difference in APD testing.

Session Code: 9305  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Advanced/Research Submission  Topic Area: Fluency (SLP)
Title: Bilinguals Who Stutter: Unfolding the Reality of Stuttering in Two Languages  Presenter(s): Vanessa Gallardo, Gabriella Ledene, Daniella Marin, Melina Rodriguez, Angela Medina
Abstract: The description of stuttering has evolved into a holistic definition of stuttering that accounts for behaviors, feelings, and attitudes. This study is anticipated to yield outcomes that will reveal stuttering patterns across languages and shed light on the individual’s perspectives and experiential knowledge of their own stuttering.

Session Code: 9306  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B  Session Format: Poster
PDH(s): 15 Mins  Level/Type: Intermediate/Research Submission  Topic Area: Fluency (SLP)
Title: Cognitive Strategies Used by Preschoolers With & Without Stuttering Disorders on an Attention Switching Task  Presenter(s): Naomi Eichorn, Klara Marton, Steven Pirutinsky
Abstract: We examined whether stuttering and fluent preschoolers differed in attention shifting abilities during a cognitive flexibility task. Sixteen stuttering children and 30 controls completed a computerized rule-switching task. Results indicated group differences in speed-accuracy tradeoff, suggesting that stuttering may be associated with difficulty shifting attention and greater concern about errors.

Session Code: 9307
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Duration Analysis of Silent Intervals in Word-Final Disfluencies
Presenter(s): Stephanie Sutkowski, Kathleen Scaler Scott, Jessica Kisenwether, Kearston Healey, Denis Anson
Abstract: The purpose of this study was to compare the durational characteristics of whole- and part-word repetitions in individuals with word-final disfluencies to those who exhibit stuttering and nonstuttering-like disfluencies. Results indicated that the durational acoustic features of the stuttering-like disfluency group was significantly different from the other groups.

Session Code: 9308
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Examining the Coping Strategies of Individuals With Fluency Disorders Using the Double ABCX Model
Presenter(s): Jill Dennis-Gfeller, Julie Hinson, Bethanee Ochs, Abigail Rohr, Karmen Porter
Abstract: This study examined the perceived coping strategies of individuals with fluency disorders and their caregivers. Interview data from two subjects, an adolescent who stutters and his caregiver, were analyzed individually and compared. The adolescent and caregiver reported similar stressors and resources, but differed in perception of stuttering and coping experience.

Session Code: 9309
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Exploring & Documenting Cognitive-Emotional Changes During Stuttering Intervention
Presenter(s): Pei-Tzu Tsai
Abstract: This case study explores the practicality of systematically documenting and quantifying cognitive-emotional changes throughout the intervention in a natural clinical setting. The study systematically implements the different components of an integrated intervention to examine whether the observable cognitive-emotional changes vary with the intervention components during the course of therapy.

Session Code: 9310
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Real-Time Processing & Interpretation of Garden Path Sentences Containing Stuttering-Like Disfluencies
Presenter(s): Nathan Maxfield, Matthew Lowder, Wendy Olsen, Fernanda Ferreira
Abstract: Little is known about how stuttering-like disfluencies (SLDs) affect specific mechanisms of sentence processing and, ultimately, oral comprehension accuracy in healthy listeners. The aim of this study was to investigate the effects of SLDs on processing of Garden Path sentences. Behavioral and brain event-related potential data are reported.

Session Code: 9311
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Fluency (SLP)
Title: Resolving Communication Restriction in Adults Who Stutter: A Systemic Functional Linguistics Perspective
Presenter(s): Amanda Lee, Michael Robb, Ondene Van Dulm, Tika Ormond

Abstract: This seminar presents a longitudinal study of conversational language behaviour in adults who stutter, in relation to stuttering treatment. A functional linguistics approach is used to comment on the expression of interpersonal meanings (e.g., politeness, personal opinions) by these speakers. The role of treatment in resolving communication restriction is discussed.

Session Code: 9312  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B
PDH(s): 15 Mins  Level/Type: Intermediate/Research Submission  Session Format: Poster
Topic Area: Fluency (SLP)
Title: Stuttering & the Effects of Mindfulness Training
Presenter(s): Amber Lindley, Amy Shollenbarger
Abstract: Mindfulness meditation may give individuals who stutter a way to alter negative thought patterns allowing them to react to situations differently (Robins et al., 2012), which may help reduce struggle and avoidance behaviors. This study investigated the effects of mindfulness training on disfluencies, anxiety, and self-perceptions in adults who stutter.

Session Code: 9313  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B
PDH(s): 15 Mins  Level/Type: Intermediate/Research Submission  Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: An Examination of the Metalinguistic Skills of Three- to Eight-Year-Old Twins
Presenter(s): Amanda Kriese, Katherine Bangert, Lizbeth Finestack
Abstract: We compared the metalinguistic skills of 3- to 8-year-old twins with typical language development to those of singletons. Participants included 9 pairs of twins individually matched with a singleton, totaling 36 participants. Singletons tended to outperform the twins on the metalinguistic measures, particularly for the older children.

Session Code: 9314  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B
PDH(s): 15 Mins  Level/Type: Intermediate/Research Submission  Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Challenges When Seeking Health Care: Empowering Individuals With Specific Learning Disabilities (SLD)
Presenter(s): Ruixia Yan, Katherine Steffney, Amy Viti, Colleen Deignan, Anna Parsons, Jodyn Donnelly, Lisa Stump
Abstract: This study examines language communication difficulties encountered by individuals with specific learning disabilities (SLD) when seeking healthcare. Also, this survey study explores general practitioners’ (GPs) knowledge of SLD as well as their attitudes and emotions when working with patients with SLD.

Session Code: 9315  Date: Saturday, November 19, 2016  Location/Room: CC/Hall B
PDH(s): 15 Mins  Level/Type: Introductory/Professional Education  Session Format: Poster
Topic Area: Language and Learning in School-Age Children and Adolescents (SLP)
Title: Collaborating for Success: University Students & School-Based Language Sampling of Children Who Are DHH
Presenter(s): Kristina Blaiser, Megan Shannahan, Annie Greenwood, Becky Alder, Teresa Johnson, Catherine Olaso, Joy Kane, Paula Mason
Abstract: This presentation will outline the design and outcomes of a six-month project between the Idaho State University HATCH (Helping Adults Talk to Children) lab and Idaho Educational Services for the Deaf and Blind. Students, educational professionals and parents were able to benefit from monthly language sampling and reporting.
### Session Code: 9317  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** From Additive to Transformative -- Collaborative Practice Among Speech-Language Pathologists & Special Education Teachers: A Survey  
**Presenter(s):** Jocelyn Walsh, Michael Mahoney  
**Abstract:** We aim to educate individuals on the systemic, administrative, and personal barriers and supports to collaboration among speech-language pathologists and special education teachers that exist naturally within the context of schools and school districts. We additionally aim to explain current collaborative practices and pedagogies across a small sample of professionals.

### Session Code: 9318  
**PDH(s):** 15 Mins  
**Level/Type:** Advanced/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Improving Math Abilities in Students With Language Impairments Through Interprofessional Practice (IPP)  
**Presenter(s):** Sarai Holbrook, Arla Westenskow, Sandra Gillam, Shea Long, Melanie Hansen, Meredith Zemke, Teigan Beck, Hannah Gibson, Rebekah Forbes  
**Abstract:** This session will describe a study that examined the effects of two computer-based interventions (Earobics, Digit span training) on the mathematical calculation skills of school age children with language and mathematical impairments. We present findings to elucidate if participation in these programs impacted how students profited from evidence-based math instruction.

### Session Code: 9319  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Nonlinguistic Attention in Bilingual Children With Primary Language Impairment  
**Presenter(s):** Kerry Ebert  
**Abstract:** This presentation discusses preliminary results of an investigation of two aspects of nonlinguistic attention in bilingual children with and without primary language impairment (PLI). It explores the intersection of the nonlinguistic cognitive processing deficits associated with PLI and the nonlinguistic cognitive advantages associated with bilingualism.

### Session Code: 9320  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Processing of the Plural-S Morpheme in Children: An Event-Related Potentials Study  
**Presenter(s):** Diane Ogiela, Jeanne Johnson  
**Abstract:** This study evaluates neurolinguistic patterns during processing of the plural morpheme -s in early school-age children using event related potentials (ERP). Participants completed two picture-word matching tasks and a sentence grammaticality judgment task. Results will be discussed in terms of semantic and syntactic processing of the plural morpheme.

### Session Code: 9321  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Professional Education  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster  
**Topic Area:** Language and Learning in School-Age Children and Adolescents (SLP)  
**Title:** Sentence Planning Processes in Children With SLI: Insights From Eye Gaze Analyses  
**Presenter(s):** Renzo Garcia, Monique Charest  
**Abstract:** We examined the relationship between language production and eye gaze in children with Specific Language Impairment and typical peers. The groups demonstrated similar gaze patterns, and most children showed a close correspondence between speech events and looking patterns. Implications for theories of language processing in SLI will be discussed.
<table>
<thead>
<tr>
<th>Session Code</th>
<th>PDH(s)</th>
<th>Level/Type</th>
<th>Topic Area</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>9322</td>
<td>15 Mins</td>
<td>Introductory/Professional Education</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Speech &amp; Language Assessment &amp; Intervention for High School Students</td>
<td>Courtney Seidel, Heidi Becker</td>
<td>This session will demonstrate what intervention looks like at the high school level as well as provide resources for incorporating evidence based practice (EBP) and the Common Core State Standards (CCSS) with this population. We will explore unique and fun service delivery models that incorporate EBP and CCSS.</td>
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<tr>
<td>9323</td>
<td>15 Mins</td>
<td>Introductory/Research Submission</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Supporting Common Core Requirements for Vocabulary Development Using Tier Two Words &amp; News-2-You</td>
<td>Nadean Lescoe</td>
<td>Tier Two words are frequently occurring words which are used across curriculum, are central to comprehension, and are generally understood by persons who do not present with a language delay. Tier Two words are a good choice for targeted instruction as they support vocabulary development across content areas.</td>
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<tr>
<td>9324</td>
<td>15 Mins</td>
<td>Intermediate/Research Submission</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>The Impact of Technology on the Everyday Lives of Individuals With Down Syndrome</td>
<td>Morgan Fritz, Fran Hagstrom</td>
<td>This session reports on a study that investigated the role of technology in the lives of individuals with Down syndrome. The process of using parents to help construct, verify and deploy a social media questionnaire and results from the study containing implications for quality of life goals will be presented.</td>
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<td>9325</td>
<td>15 Mins</td>
<td>Introductory/Professional Education</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>The Relationship Between Narrative Language Skills &amp; Ideational Praxis in Children</td>
<td>Sarah Friel, Teresa May-Benson</td>
<td>This poster presents the results of a study examining the relationship between the ability to complete narrative story retelling and the ability to generate ideas for motor action (known as ideational praxis) in typical children and children with motor coordination problems.</td>
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<tr>
<td>9326</td>
<td>15 Mins</td>
<td>Intermediate/Professional Education</td>
<td>Language and Learning in School-Age Children and Adolescents (SLP)</td>
<td>Universal Design for Learning &amp; Language Disorders: Good Stewardship of Best Practices for SLPs</td>
<td>Sherri Franklin-Guy</td>
<td>Students presenting with language disorders may experience greater academic and social difficulties than their typically developing peers, as language is the foundation for instructional discourse and social interactions. This presentation examines the features of universal design for learning and its impact on the academic and social success of such students.</td>
</tr>
</tbody>
</table>
Title: Using Movies to Promote Development of Personal Narratives  
Presenter(s): Galadriel Sevener, Carol Westby  
Abstract: The poster will present developmental stages of personal stories and the emergence of life stories in elementary school children, describe micro and macrostructure elements that contribute to story coherence, and display strategies using movies to promote children’s development of personal narratives and life stories.

Session Code: 9327  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster  

Title: A Preliminary Study of Picture Naming Skills in Turkish Aphasia Patients  
Presenter(s): Aydan Bastug Dumbak, Guzide Atalik, Aysem Kose, Onal Incebay, Mavis Kulak Kayikci  
Abstract: Naming disorder is important for communication. The purpose of this study is to investigate naming abilities in Turkish aphasic patients and understand linguistic changes. 12 aphasia patients was examined. Confrontation naming errors was recorded. Our findings were coherent to literature. Linguistic structures did not have any effect on naming errors.

Session Code: 9328  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster  

Title: Auditory Comprehension of Single Words & Sentences on the WAB-R in Persons With Aphasia  
Presenter(s): Susan Jackson, Abby Foutch, Madalyn Roberts  
Abstract: WAB-R auditory comprehension scores were examined in 124 persons with aphasia from the AphasiaBank database. Subjects scored significantly higher on Yes/No Questions than the Auditory Word Recognition (single words) or Sequential Commands subtests. They scored significantly higher on the Auditory Word Recognition subtest than on the Sequential Commands subtest.

Session Code: 9329  
PDH(s): 15 Mins  
Level/Type: Introductory/Professional Education  
Location/Room: CC/Hall B  
Session Format: Poster  

Title: Bringing Aphasia Groups to the Community: A Hub & Spoke Model  
Presenter(s): Wendy Greenspan, Maura English Silverman  
Abstract: The “hub and spoke” model of aphasia community groups provides a practical, sustainable way of serving people with aphasia. This poster session will outline the benefits to the Speech Language Pathologists who serve as group facilitators, the community host organizations and most importantly to people with aphasia and their families.

Session Code: 9330  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Location/Room: CC/Hall B  
Session Format: Poster  

Title: Does Communication Confidence Affect Life Participation & Outcome Measures in People With Aphasia?  
Presenter(s): Joselyn Castro, Vickie Yu, Sheelah Peterson  
Abstract: The Communication Confidence Rating Scale for Aphasia (CCRSA) is a patient-reported outcome measure that assesses the level of confidence for people with aphasia (PWA). The current study examines the confident level, self-reported by adults with aphasia, after a stroke and how their perceived confidence affects their life participation.
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Title: Effects of Stimulus Complexity & Timing During Dual Task Across Neurologically-Healthy Older & Younger Adults
Presenter(s): Jennine Harvey, Megan Cuellar, Jonathan Wilson, Esperanza Anaya
Abstract: The current study investigates the effects of timing and complexity during dual task across normally aging individuals. Results will be discussed in the context of how tasks varied by stimuli complexity and stimulus onset asynchrony may yield increased understanding of hierarchical dual task procedures with age.

Session Code: 9332
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language Disorders in Adults (SLP)

Title: Enhancing Spontaneous Verbalizations in Chronic Aphasia: Transfer Package of Intensive Language Action Therapy
Presenter(s): Ma.Concepcion Segismundo, Kristen Maul, Yasmeen Faroqi-Shah, Robin Goffen
Abstract: Treatment intensity contributes to therapeutic success in aphasia therapy. Transfer Package (TP) aims to facilitate transfer of therapy gains to everyday life situation. This study examines the effects of TP to Intensive Language Action Therapy in naming accuracy and spontaneous speech of adults with chronic non-fluent aphasia.

Session Code: 9333
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Language Disorders in Adults (SLP)

Title: Identifying & Characterizing Formulaic Expressions: Evidence From Language Disorders
Presenter(s): Diana Van Lancker Sidtis, John Sidtis
Abstract: Formulaic language, including conversational speech formulas and idioms, constitutes 25% of language use. Production of formulaic expressions is consistently affected by differential neurological impairment (stroke, Parkinson’s and Alzheimer’s disease). These studies assist in characterization of formulaic expressions, leading to improved strategies for evaluation and treatment of language disorders.

Session Code: 9334
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Language Disorders in Adults (SLP)

Title: Individuals With Dementia: Medication or Cognitive Training to Preserve Cognitive Ability
Presenter(s): Elizabeth Grant, Maria Smith
Abstract: Research indicates that dementia severity increases with disease progression. This literature review evaluated the effectiveness of cognitive therapy, pharmacological interventions, or both used in conjunction, to sustain cognitive functions for greater lengths of time. Combining these direct treatment approaches increased the longevity of executive function, memory, and attention.

Session Code: 9336
PDH(s): 15 Mins
Level/Type: Advanced/Research Submission
Topic Area: Language Disorders in Adults (SLP)

Title: Participant Outcomes on Language, Discourse & Cognitive-Communicative Abilities With a University-Based ICAP: Aphasia House
Presenter(s): Janet Whiteside, Anthony Pak-Hin Kong
Abstract: Analysis of pre- and post-treatment scores for participants who attended an intensive comprehensive aphasia program (ICAP) at the Aphasia House will be presented. Participants’ data from the Western Aphasia Battery-Revised, Cognitive Linguistic Quick Test and Main Concept Analysis will be presented. Significant effect on all three measurements was found.
Session Code: 9338  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Primary Progressive Aphasia: A Case Study of Clinical Management in a University Clinic  
Presenter(s): Christina Menninger, Sherri Winslow, Charles Ellis  
Abstract: Primary Progressive Aphasia (PPA) is a devastating condition resulting in significant declines in language function. Individuals with PPA experience reductions in quality of life and life satisfaction. In this presentation we will describe the three-year management approach and the language trajectory of an individual receiving services in a university-based clinic.

Session Code: 9339  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Introductory/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: Processing of Syntactic Scrambling in Broca’s Aphasia With & Without Apraxia of Speech  
Presenter(s): Muzeyyen Ciyiltepe, Berkay Arslan  
Abstract: Aim of this study is to investigate differences of syntactic processing in Broca’s aphasia with and without apraxia which has been ignored as a differential diagnostic means in Turkey. Additionally, two groups of subjects’ syntactic processing will be compared to an healthy control group.

Session Code: 9340  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Research Submission  
Topic Area: Language Disorders in Adults (SLP)  
Title: The Effectiveness of Verbal-Gestural Treatment on Verb Naming in Acute Inpatient Rehabilitation  
Presenter(s): Michelle Armour, Christina del Toro  
Abstract: The purpose of this study was to investigate the effectiveness of verbal-gestural treatment on verb production in patients with acute aphasia. Treatment was delivered during inpatient stay to four participants using a single-subject design. All patients demonstrated improvements in verbal expression. Some patient’s improvements generalized to untrained verbs and nouns.

Session Code: 9341  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: The Insula...Who Knew?  
Presenter(s): Jamie Phipps-Johnson  
Abstract: Research refers to the Insula as the “Fifth Lobe.” Speech Pathologists rarely consider the insula as the culprit for apraxia, dysarthria, aphasia and/or dysphagia. We will review brain anatomy, discuss the role of the insula, and determine evaluations warranted following insular damage.

Session Code: 9343  
Date: Saturday, November 19, 2016  
Location/Room: CC/Hall B  
Level/Type: Intermediate/Professional Education  
Topic Area: Language Disorders in Adults (SLP)  
Title: Recovery of a Young Woman With Anti NMDA Receptor Encephalitis  
Presenter(s): Stephanie Dunn, Heather Kauffman, Genevieve Lehr, Vanessa Edwards  
Abstract: This is a case study documenting the recovery of a young woman admitted with anti NMDA receptor encephalitis. We document this patient’s progression in recovery of swallowing and cognitive communication skills in Speech therapy from acute care to outpatient services.

Speech-Language Pathology Sessions (updated as of 9/2/16)
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**Topic Area:** Language Disorders in Adults (SLP)
**Title:** Treatment of Cognitive-Linguistic Impairments in Non-Neurological Populations
**Presenter(s):** Diane Golabek, Kate Mulrane, Elizabeth Osborn, Gillian Schurko, Emily Silverberg

**Abstract:** Lengths of stay at rehabilitation hospitals continue to decrease. It is important to identify patients at risk for cognitive difficulties after an injury or surgery to maximize safety and success post-discharge. This presentation highlights the SLP’s role with nontraditional patient populations including those with amputations, burns and musculoskeletal injuries.

### Session Code: 9344
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Professional Education  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Using Brain Fitness Training to Expand Your Practice  
**Presenter(s):** David Larsen, Nan Chaet  

**Abstract:** Alzheimer’s and age related cognitive decline are major concerns for our aging population. But there’s much Speech and Hearing pros can be paid to do to reduce this risk and reverse early decline. We will review key components of Brain Fitness, and demonstrate fun and innovative activities you can use.

### Session Code: 9345
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** Variability of Narrative Output Across Stimuli in Agrammatism: A Case Study  
**Presenter(s):** Petya Georgiev, Ann Jablon  

**Abstract:** This case study examined the spontaneous speech of an individual with agrammatic aphasia in response to different stimuli used to elicit narratives. Multiple levels of analyses were performed in order to determine if the different types of stimuli, e.g. dynamic or static, resulted in variations in his language production.

### Session Code: 9346
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language Disorders in Adults (SLP)  
**Title:** When Are Cognitive Differences a Concern? A Population Survey  
**Presenter(s):** Kelsey Higgins, Jennifer Praet, Haley Angel, Alyssa Woodrum, Craig Coleman, Kelly Rutherford  

**Abstract:** This study was conducted to see how well individuals are able to discern when given situations are a cause for concern or not a cause for concern in regard to cognitive abilities. Knowing what gaps people have in their knowledge will allow for education on normal aging versus cognitive dementia.

### Session Code: 9347
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Title:** A Comparison of Three Preschool Screeners: The Fluharty-2, DIAL-4 & DELV-ST  
**Presenter(s):** Stacy Betz, Amy Burke, Amber Koutnik  

**Abstract:** Numerous preschool speech-language screeners are available, however, little independent research exists to validate their use. This study compared the results of the Fluharty-2, DIAL-4, and DELV-ST for a group of 3 and 4 year old children to determine which screener provides the most useful clinical information.
### Title: Grammatical Morphology in Conversational Language Samples of Preschool Children With & Without Hearing Loss

**Presenter(s):** Addyson Pound, Sara Straley, Sydney Pemberton, Krystal Werfel

**Abstract:** This study evaluated grammatical morphology use in conversational language samples of children with and without hearing loss. Additionally, we compared tense marking of children with hearing loss in conversation versus elicited contexts. Results and clinical implications will be discussed.

**Session Code:** 9349  
**PDH(s):** 15 Mins  
**Level/Type:** Introductory/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

### Title: Overlap & Alternation in Mother-Infant Turn-Taking During the First Year of Life

**Presenter(s):** Valerie McDaniel, Eugene Buder, Gina Caucci

**Abstract:** Various timelines have been proposed for progression from overlap to alternation in mother-infant turn-taking. We investigate 3 infants and their mothers longitudinally to explore how various turn-taking sequence criteria and other selection factors address this issue.

**Session Code:** 9350  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

### Title: Reading Readiness Skills of Bilingual Spanish-English Preschoolers Trained to Detect Homophones & Lexical Ambiguities

**Presenter(s):** Margaret Kamowski-Shakibai, Yan Yu, Michelle MacRoy-Higgins, Helen Cairns

**Abstract:** Ambiguity detection is a metalinguistic skill related to reading comprehension and that can improve with training. We examined reading readiness outcomes of bilingual English-Spanish preschoolers trained to detect ambiguities. Preliminary results show that training results in overall higher reading readiness skills compared to peers who did not receive training.

**Session Code:** 9351  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language in Infants, Toddlers, and Preschoolers (SLP)  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

### Title: Spoken Language & Literacy Outcomes in Preschoolers With & Without Hearing Loss

**Presenter(s):** Joan Luckhurst, Judy Sexton, Alycia D'Antonio

**Abstract:** Children, aged 4 - 6 years with hearing loss (n~20) were compared to peers with typical hearing (n~20) on measures of vocabulary, grammar, speech intelligibility and early literacy skills. Groups were matched for non-verbal cognitive skills, SES, gender and age. Both groups were enrolled in preschool programs utilizing a state-approved curriculum.

**Session Code:** 9352  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Assessment and Intervention (SLP)  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

### Title: Blending & Elision Skills at the Onset of Preschool as Predictors of Vocabulary by Mid-Year

**Presenter(s):** Janine Schmedding-Bartley, Courtney Karasinski, Denise Ludwig

**Abstract:** This study assessed the relation between phonological awareness (PA) and vocabulary in preschoolers. Elision and blending, as measured by the CTOPP-2 at the beginning of the school year were significantly correlated with receptive vocabulary, as indexed by the PPVT-4 at mid-year, suggesting a role of PA in oral word-learning.

**Session Code:** 9353  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Language Assessment and Intervention (SLP)  
**Date:** Saturday, November 19, 2016  
**Location/Room:** CC/Hall B  
**Session Format:** Poster

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**Speech-Language Pathology Sessions (updated as of 9/2/16) **

Page 356
### Visualizing at the Moment of Reading Intervention: An Exploratory Eye-Tracking Case Study

**Presenter(s):** Charlotte Clark, Ryan Nelson, Holly Damico, Jack Damico, Christine Weill  
**Abstract:** This study documents changes in eye-movement pattern of a reader with language impairment while receiving reading intervention. The child's visual sampling strategies during moments of mediation were analyzed. Results reveal the impact of clinician mediation on the reader's visual sampling. Implications for future studies are provided.

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<tr>
<td>9355</td>
<td>Saturday, November 19, 2016</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Intermediate/Professional Education</td>
<td>Poster</td>
<td>Motor Speech Disorders (SLP)</td>
<td>A Study Examining Prefrontal Cortex Activity During Speech Tasks in Adults With Apraxia of Speech</td>
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</tbody>
</table>

### Intensive Sound Production Treatment for Severe, Chronic Apraxia of Speech

**Presenter(s):** Jennifer Mozeiko, Carl Coelho  
**Abstract:** Positive gains in articulation have been observed following Sound Production Treatment (SPT) for acquired apraxia of speech. This investigation delivers SPT using an intensive dosage (30 hours over 2 weeks) that tends to yield positive, maintained gains in chronic aphasia. Findings contribute to research regarding optimal treatment intensity for SPT.

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<td>Saturday, November 19, 2016</td>
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<td>Intermediate/Research Submission</td>
<td>Poster</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Intensive Sound Production Treatment for Severe, Chronic Apraxia of Speech</td>
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</tbody>
</table>

### Novel Use of EGG vs. EPG in Motor Speech

**Presenter(s):** Amitava Biswas  
**Abstract:** Novel use of EGG technology for electrophysiological measurement and biofeedback of position and motion related to speech sound production by articulators inside oral cavity.

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<td>9357</td>
<td>Saturday, November 19, 2016</td>
<td>CC/Hall B</td>
<td>15 Mins</td>
<td>Advanced/Research Submission</td>
<td>Poster</td>
<td>Motor Speech Disorders (SLP)</td>
<td>Novel Use of EGG vs. EPG in Motor Speech</td>
</tr>
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### Perceptions of Speech Movement by Persons With Parkinson's Disease Following Boxing Exercises

**Presenter(s):** Marisa Lucarelli, Alexis Garon, Caroline Menezes  
**Abstract:**

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2016 ASHA Convention Program Sessions
Abstract: This is a pre-test post-test analysis of Parkinsonian speech following a bout of non-combative boxing exercises. The aim is to examine how training on gross motor movements of the arm influences the movement of speech articulators. Speech production data recorded by the ElectromagnetoArticulograph is analyzed for changes in vowel space.

Session Code: 9360
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Motor Speech Disorders (SLP)
Title: The Changing Nature of Childhood Apraxia of Speech Characteristics & Treatment Strategies Over Time
Presenter(s): Kay Giesecke, Breanna Waldrup
Abstract: Childhood Apraxia of Speech (CAS) manifests itself in many ways as children develop and progress through intervention. The characteristics of CAS and corresponding treatment strategies can be divided into five stages of CAS therapy. The five stages of therapy, including goals for each stage and therapeutic interventions, will be discussed.

Session Code: 9361
PDH(s): 15 Mins
Level/Type: Intermediate/Professional Education
Topic Area: Motor Speech Disorders (SLP)
Title: Using Sign Language to Increase Expressive Language in a Child Diagnosed With Severe CAS
Presenter(s): Jasmine Marie Urquhart, Brittany Patten
Abstract: The effect of sign language instruction on vocabulary use for a 7-year old diagnosed with severe CAS was evaluated over 3 months of intervention using word lists by semantic category. Within speech therapy and coordinated sign language instruction, session data indicates increased vocabulary use and vocal imitation.

Session Code: 9362
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Speech and Language Science (SLP)
Title: Cellphone Usage, Practices & Attitudes Across Generations
Presenter(s): Jennifer McIlvaine, Monika Pawlowska, Amy Hadley, Lynne Telesca
Abstract: With continual innovations in cellphone technology, the need to communicate verbally has been drastically reduced. This poster will provide insight into generational differences in cellphone usage and associated attitudes. Data from a survey administered to individuals ages 18-75+, will be reported and implications for the SLP's practice will be discussed.

Session Code: 9363
PDH(s): 15 Mins
Level/Type: Intermediate/Research Submission
Topic Area: Speech and Language Science (SLP)
Title: Examining the Effect of Varied Stimulus Designs in Phonological Processing
Presenter(s): Taylor McDonald, Michelle Moore
Abstract: Understanding the mechanisms involved in nonword repetition (NWR) is critical for improving theoretical models and clinical practices in child language impairment. College students completed two NWR tasks that varied in experimental design to examine effects of consonant age of acquisition. Results showed that long-term phonological knowledge affected NWR performance.

Session Code: 9364
PDH(s): 15 Mins
Level/Type: Introductory/Research Submission
Topic Area: Speech and Language Science (SLP)
Title: Learning & Feedback Timing: Comparing Immediate & Delayed Feedback in Healthy Adults
Presenter(s): Lucia Hong, Yael Arbel
Abstract: This poster will provide insight into the effects of immediate versus delayed feedback on speech production in healthy adults. Results from a within-subjects design will be presented and implications for clinical practice will be discussed.
**Abstract:** The goal of this study is to evaluate feedback-timing effects on learning outcomes in healthy adults when they are provided with immediate versus delayed feedback. Electroencephalogram (EEG) data is analyzed with initial acquisition, practice, and final test accuracy to compare learning with immediate and delayed feedback.

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<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Orofacial Somatosensation in Singers as Compared to Healthy Young Controls</td>
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<tr>
<td>Presenter(s): Melissa Weidel, Nicole Etter</td>
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**Abstract:** Alterations in some speech subsystems have been identified in trained singers; however, changes in orofacial somatosensation have not been well established. Labiobulging detection and discrimination thresholds were identified using two-point discrimination discs and von Frey monofilaments, and compared to data from previously collected controls. Differences between groups will be described.

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<tr>
<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Perceptual Training in Speech Motor Control: What Is Learned?</td>
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<td>Presenter(s): Kimberly Meigh</td>
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**Abstract:** This study investigated what type of speech representation (syllable stress pattern versus phoneme) was encoded during a perceptual training task. These results are compared to an identical study where production training occurred. The results suggest that training mode (perception or production) encode the same type of speech representation into memory.

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<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Perioral Surface Electromyographic Measures of the Stroop Effect</td>
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<tr>
<td>Presenter(s): Megan MacPherson, Nicole Palenzuela, Shefali Patel</td>
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**Abstract:** This study investigated the effect of cognitive-linguistic load on perioral muscle activity amplitude and coupling during speech. Surface electromyographic signals were recorded while participants completed a standard Stroop test that included three conditions (word, color, and color-word) varying in cognitive-linguistic demands. Differences in neuromotor function across conditions will be discussed.

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<tr>
<td>Topic Area: Speech and Language Science (SLP)</td>
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<tr>
<td>Title: Speakers’ Knowledge of Formulaic Expressions as Clinical Treatment Strategy</td>
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<tr>
<td>Presenter(s): Charlotte Rammell, Diana Sidtis, David Pisoni</td>
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**Abstract:** Controversy remains about the psychological status of formulaic language. We report a listening study that directly reveals native speakers’ knowledge of formulaic as contrasted with novel expressions. This finding is of value to clinical practice, because stored verbal expressions constitute a rich resource for language rehabilitation.

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<tr>
<td>Topic Area: Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title: Educational Speech-Language Pathologists' Decisions for Treating the /r/ Phoneme</td>
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</table>
**Presenter(s):** Kailee Epema, Kent Brorson  
**Abstract:** Speech language pathologists' decisions to provide treatment of the /r/ phoneme remains a difficult task. Educational speech language pathologists were surveyed to determine the inclusionary and exclusionary criteria associated with the students' struggling to produce the /r/ phoneme.

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<td>Topic Area: Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title: Gender Differences in Early Speech Sound Development in Children With Speech Sound Disorders</td>
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<td>Presenter(s): Clare Stem, Megan Overby</td>
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<tr>
<td>Abstract: This study of gender differences in children’s early (birth-24 months) speech sound development revealed males used a significantly less variety of consonants than females but did not differ in the frequency of their use.</td>
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<tr>
<td>Topic Area: Speech Sound Disorders in Children (SLP)</td>
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<tr>
<td>Title: Phonological Assessment Tool &amp; Psychometric Results</td>
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<td>Presenter(s): Marcia Keske-Soares, Marizete Ceron</td>
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<tr>
<td>Abstract: The INFONO is a phonological assessment instrument which was developed to assist in the diagnosing of speech sound disorder in Brazilian Portuguese children. It will be presented the validity and reliability evidences. It indicates satisfactory reliability of items, as well as excellent agreement among scores (intra and inter-rater).</td>
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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: “There’s Something Stuck in My Throat”: Muscle Tension Dysphagia, A Novel Diagnosis</td>
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<tr>
<td>Presenter(s): Michelle Adessa, Mark Weidenbecher, Frances Mei Hardin, Tracey Newman, Nicole Maronian</td>
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<td>Abstract: Muscle tension dysphagia is a novel diagnosis for patients who self-report dysphagia with normal findings on instrumental examination. It is associated with globus sensation, supraglottic muscle tension and laryngopharyngeal reflux. These patients respond to a short treatment course of circumlaryngeal massage to improve swallow function.</td>
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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: Investigating the Effects of the Free Water Protocol as a Therapeutic Intervention for Dysphagia Management</td>
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<tr>
<td>Presenter(s): Heather Page, Deanna Dutcher, Mindy Gerber, Kristie Soriano</td>
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<tr>
<td>Abstract: A poster presentation discussing the results of a prospective pilot study investigating the benefits of utilizing the Free Water Protocol in combination with traditional dysphagia exercises on swallow function in patients with dysphagia following an acquired brain injury relative to traditional dysphagia exercises alone.</td>
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<tr>
<td>Topic Area: Swallowing and Swallowing Disorders (SLP)</td>
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<tr>
<td>Title: Self-Reported Dysphagia &amp; Mortality Risk: A Survival Analysis</td>
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<tr>
<td>Presenter(s): Lisa LaGorio, Raj Shah, Aron Buchman, Sue Leurgans, David Bennett</td>
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Abstract: This study’s purpose was to test the hypothesis that self-reported dysphagia is associated with mortality risk in community-dwelling older adults without dementia or other underlying disease known to result in dysphagia. To test this, we completed a survival analysis of data from 1191 participants in a 20-year aging study.

Session Code: 9375  
PDH(s): 15 Mins  
Level/Type: Introductory/Research Submission  
Topic Area: Swallowing and Swallowing Disorders (SLP)  
Title: Ultrasound Description of the Oral Swallow: Single vs. Multiple Swallows Required to Clear a Bolus  
Presenter(s): Juliet Weinhold, Michelle McKay  
Abstract: The oral phase of the swallow was examined using ultrasound. Five of 19 subjects required multiple swallows to clear the bolus. For those with single swallows, duration of bolus formation was significantly longer than bolus transport; multiple swallowers showed no significant difference in duration. Correlation with OMD is discussed.

Session Code: 9376  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Analysis of Fundamental Frequency Distributions in Connected Speech  
Presenter(s): Jason Whitfield, Heidi Brubaker, Sarah Starcher  
Abstract: This study examines descriptive characteristics of fundamental frequency distributions from connected speech of healthy younger adult speakers. Analysis revealed that fundamental frequency distributions from connected speech are multimodal. These data will be discussed relative to potential physiological mechanisms underlying these findings and practical implications for measurement.

Session Code: 9377  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Effects of Self-Esteem, Coping & Voice-Related QOL on Communicative Participation Before & After Botox Treatment  
Presenter(s): Amy Engelhoven, Richard Zraick, Ozlem Tulunay-Ugur, Kristie Hadden, Zoran Bursac  
Abstract: The purpose of this study is to investigate change in communicative participation in patients with spasmodic dysphonia before and after Botox treatment as well as to investigate if change in communication is predicted by change in self-esteem, coping, and/or voice-related quality of life.

Session Code: 9378  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Student Teachers: Effects of Vocal Hygiene Information on Voice Assessment Throughout Student Teaching – Pilot Study  
Presenter(s): Sarah Pilkington, Ronald Scherer, Brittany Perrine  
Abstract: The study determined whether providing educational information about vocal care and use affects teacher candidates’ vocal knowledge and habits, voice quality, and vocal experiences during student teaching. Data were collected three times during their student teaching semester. Results indicate a limited awareness of how student teaching affects the voice.

Session Code: 9379  
PDH(s): 15 Mins  
Level/Type: Intermediate/Research Submission  
Topic Area: Voice and Alaryngeal Communication (SLP)  
Title: Transgender Male Voice During the First Year of Testosterone  
Presenter(s): Kayla Childs, Adrienne Hancock, Michael Irwig
**Abstract:** Mean F0 and total F0 range were measured at 0, 3, 6, 9, and 12 months post initiation of testosterone therapy for seven transgender men. Although four patterns emerged, the majority of change occurred within 6-9 months. Range decreased and MF0 was relatively lower within the range at 12 months.

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**Session Code:** 9380  
**PDH(s):** 15 Mins  
**Level/Type:** Intermediate/Research Submission  
**Topic Area:** Voice and Alaryngeal Communication (SLP)  
**Title:** Voiced Onset Time Across First Seven Decades of Life  
**Presenter(s):** Roha Mariam Thomas, Shelia Kennison  
**Abstract:** Voice onset time varies across life span due to the interactive effects of age and gender. The current study aims at investigating effect of these factors on VOT across the first seven decades of life. It can serve as normative database to compare the VOT of clinical population.

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**Session Code:** 0  
**PDH(s):** 3 Hrs  
**Level/Type:** Advanced/Professional Education  
**Topic Area:** Fluency (SLP)  
**Title:** Advanced Topics in Avoidance Reduction Therapy for Stuttering (ARTS)  
**Presenter(s):** Vivian Sisskin  
**Abstract:** This session is developed by, and presenters invited by, the American Board of Fluency and Fluency Disorders. ARTS is based on the principle that there is a difference between stuttering, a neuro-developmental disorder, and struggling, learned behaviors created through avoidance and maintained by habit. Outcomes of therapy include spontaneous, efficient, and joyful communication. This workshop will address advanced topics for problem solving aimed at the experienced clinician.