



***Welcome to the ...***

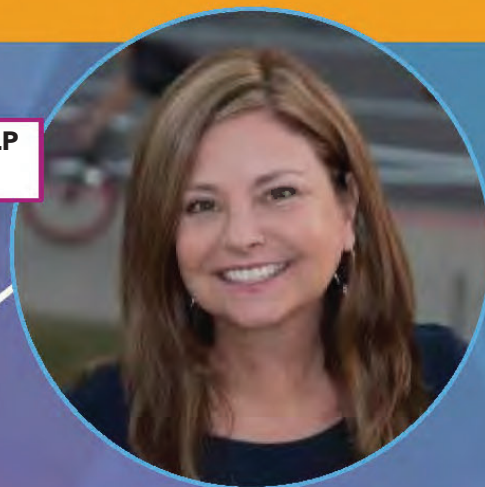
***2025 Researcher-Academic Town Meeting***



# 2025 ASHA Journals Awards

*Presented by*

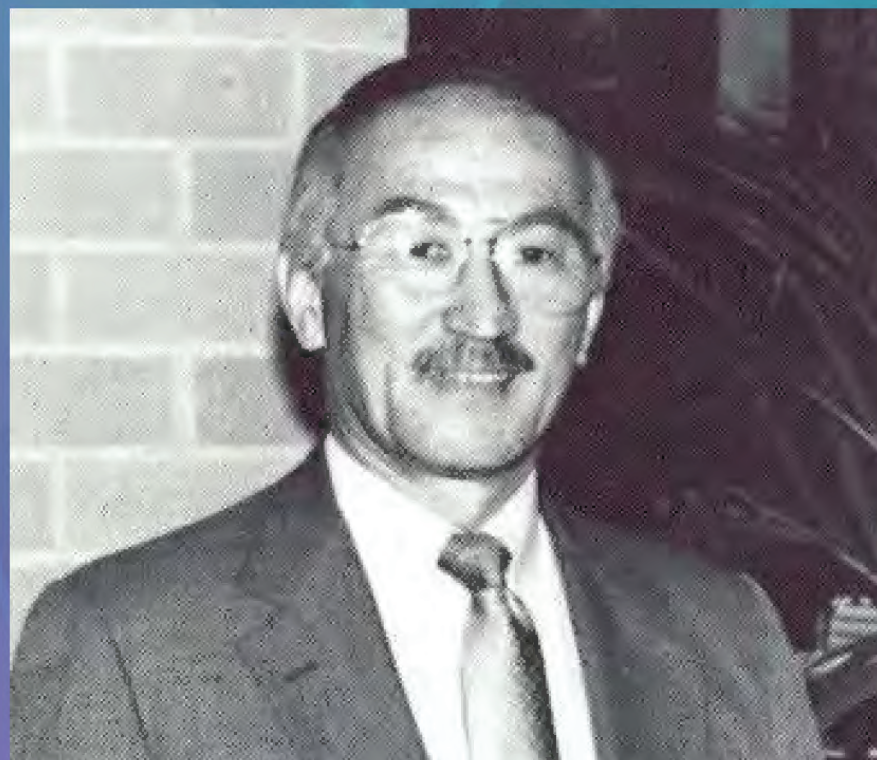
**Julie Liss, PhD, CCC-SLP**  
*Chair, Journals Board*



# Alfred K. Kawana Award for Lifetime Achievement in Publications

The Alfred K. Kawana Award for Lifetime Achievement in Publications is reserved for outstanding researchers/scholars who have a sustained history of exemplary publications in ASHA journals. This award is named in memory of the late Alfred K. Kawana (pictured), former director of ASHA publications.

Over a period of at least 10 years, recipients shall have authored ASHA journal articles that are meritorious in terms of educational, scientific, or clinical value, and thus contributed significantly to the discipline.





## Sumitrajit Dhar, PhD, CCC-A

Northwestern University

- Former VP of Science and Research, ASHA Board of Directors
- Former Chair, ASHA Journals Board
- Former Editor-in-Chief, American Journal of Audiology
- Recipient, ASHA Honors of the Association
- Co-author on ASHA Editor's Award paper





2025 ASHA Journals  
**Editor's Awards**

For Articles Published in 2024

2025 ASHA CONVENTION

Editor-in-Chief:  
Erin Picou

## Spatial Hearing in Children With and Without Hearing Loss: Where and What the Speech Is Matters for Local Speech Intelligibility

Andrea L. Pittman  
and M. Torben Pastore



### Comparing Spatial Hearing in Children With Normal Hearing and Hearing Loss

Children learn through direct interaction and overheard conversations, but hearing loss, noise, and hearing aid noise management change the way speech from different directions is processed

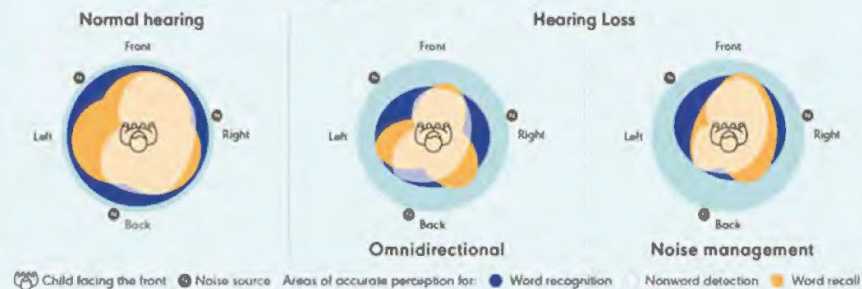


#### Assessment of speech perception via local speech intelligibility functions

Participants		Tasks assessed
21 children with normal hearing (9-15 years)	12 children with moderate symmetrical hearing loss (11-15 years)	<ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Nonword detection</li> <li>• Word recall</li> </ul>

\*Provided with devices for omnidirectional and noise management settings

#### Stimuli presented via 6 to 24 loudspeakers around the centrally seated child and 3 noise sources



Compared to normal hearing, hearing loss and noise reduce performance from all directions, especially from the left. Performance improves for children with hearing loss when using noise management, particularly from the front and right

Editor-in-Chief:  
Amy L. Donaldson

## How Toddlers Use Core and Fringe Vocabulary: What's in an Utterance?

Cathy Binger,  
Priscilla Magallanes,  
Vanessa San Miguel,  
Nancy Harrington,  
and  
Debbie Hahs-Vaughn



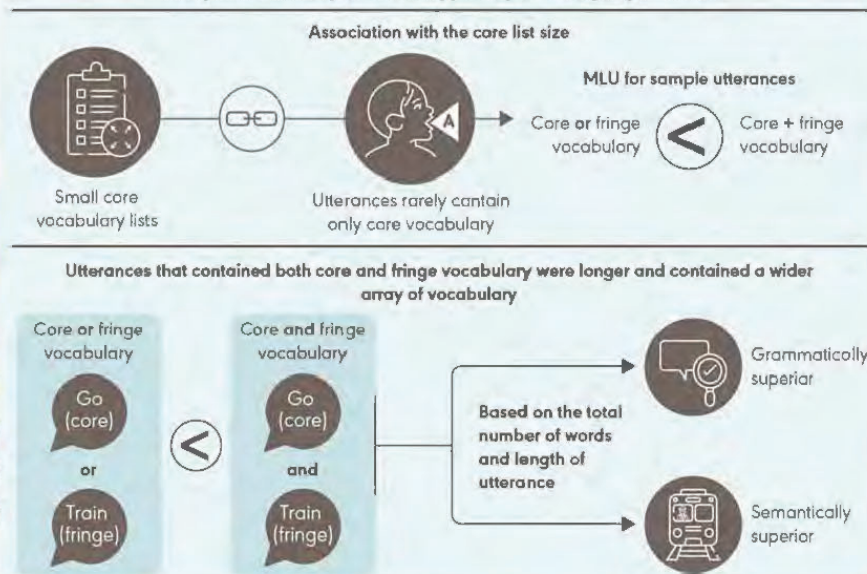
## Use of Core and Fringe Vocabulary in Toddlers' Utterances

Supporting children who use AAC  
requires prioritizing both core and  
fringe vocabulary

AAC: augmentative and alternative communication



Analyzed transcripts for 112 typically-developing toddlers



Relying on word frequency alone is not enough to guide vocabulary selection for preliterate toddlers using AAC

Editor-in-Chief:  
Rita R. Patel

## Patient Characteristics and Treatment Patterns for Speech-Language Pathology Services in Skilled Nursing Facilities

Cait Brown,  
Rachel Prusynski,  
Carolyn Baylor,  
Andrew Humbert,  
and Tracy M. Mroz






### Drivers and Disparities in Speech-Language Pathology Service Provision in Skilled Nursing Facilities

Skilled nursing facilities (SNFs) face several systemic issues that could potentially impact their ability to deliver speech-language pathology (SLP) services to eligible patients






#### Analysis of 2018 Medicare administrative data (N = 833,653)

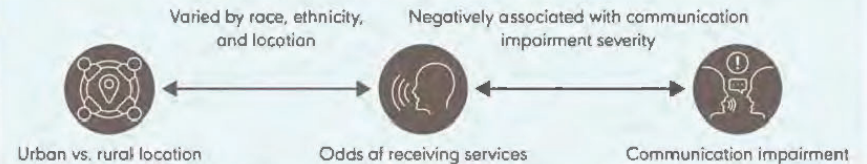
##### Higher odds of receiving SLP services if the beneficiary:

-  Presents with neurologic diagnosis
-  Showcases SLP-related functional impairments
-  Received other rehabilitative services

##### Lower odds of receiving SLP services if the beneficiary:

-  Received care in a hospital-based SNF
-  Required interpreter services
-  Experienced thresholding, a financially motivated practice

#### Association between SLP service provision and patient factors



Despite clinician prioritization, disparities and reduced SLP service odds for severe impairments highlight significant gaps in care

Editor-in-Chief:  
Jessica Huber

## Virtual Post-Intervention Speech and Language Assessment of Toddler and Preschool Participants in Babble Boot Camp

Nancy L. Potter,  
Mark VanDam,  
Laurel Bruce,  
Jenny Davis,  
Linda Eng,  
Lizbeth Finestack,  
Victoria Heinlen,  
Nancy Scherer,  
Claire Schrock,  
Ryan Seltzer,  
Carol Stoel-Gammon,  
Lauren Thompson,  
and Beate Peter



## Virtual Assessment of Toddlers at Risk for Speech and Language Disorders

Babble Boot Camp (BBC) is a telepractice-based intervention led by parents to support infants who are at high risk for developing speech and language disorders—like those seen in classic galactosemia (CG)



What is BBC's impact and the feasibility of virtual assessments (PLS-5, GFTA-3) in toddlers?

### Evaluating the general effectiveness of BBC (CG, $n = 28$ ; controls, $n = 26$ )

Early results of the direct follow-up assessments indicate:



Very early parent-led interventions showed positive effects on children's speech development



Standardized testing via telepractice is viable for kids as young as 2.5 years, with parental support



Virtual assessments require additional time, specific parent instructions, and substituting manipulatives

### Children's speech therapy referral rates



BBC intervention from infancy



BBC intervention from 15 months of age



No BBC intervention

PLS-5: Preschool Language Scale - Fifth Edition; GFTA-3: Goldman-Fristoe Test of Articulation - Third Edition

Early parent-led intervention showed positive effects, and virtual assessment at age 2.5 years was successfully implemented

Editor-in-Chief:  
Julie Washington

Bilingualism predicts  
affective theory of  
mind in autistic  
adults

Kaitlin K. Cummings,  
Rachel K. Greene,  
Paul Cernasov,  
Dang Dang Delia Kan,  
Julia Parish-Morris,  
Gabriel S. Dichter,  
and Jessica L. Kinard



## Influence of Bilingualism on Affective Theory of Mind (ToM) Performance Among Autistic Individuals

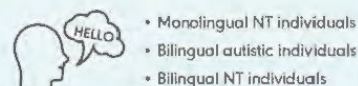
The ability to speak a second language (L2) is widely believed to confer cognitive advantages for autistic and neurotypical (NT) individuals



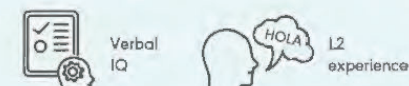
Does bilingualism influence affective ToM performance in autistic individuals?

### Assessment of affective ToM and social prioritization (SP) in autistic and NT individuals

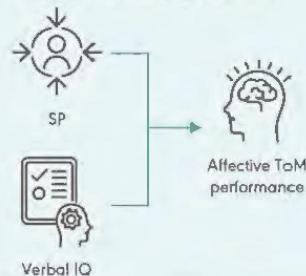
Monolingual autistic individuals perform worse in affective ToM tasks compared to:



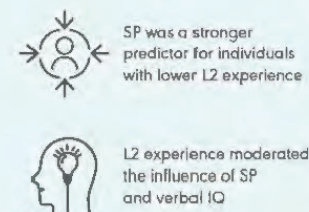
Affective ToM performance among autistic individuals was positively correlated with:



#### Affective ToM predictors



#### Impact of L2 experience



Affective ToM: recognizing another person's feelings or emotional state, e.g., interpreting facial expressions;  
Social prioritization: tendency to look at people's faces rather than background images

Bilingual experience offers a significant advantage for autistic individuals in affective ToM

Editor-in-Chief:  
Rachael Frush Holt

## Executive Function Associations With Audibility-Adjusted Speech Perception in Noise

Mark A. Eckert,  
Lois J. Matthews,  
Kenneth I. Vaden Jr.,  
and Judy R. Dubno



### Examining the Link Between Executive Functions and Speech Recognition in Noise



Many adults, especially older individuals, struggle to understand speech in noisy environments – a process that may depend on executive functions

#### Cognitive predictors of audibility-adjusted Speech Perception in Noise



Set-shifting/  
performance  
monitoring



Selective attention/  
working memory



Processing  
speed

Executive function appears less important for speech with a high semantic context that is easier to understand

Even after adjusting for hearing loss, cognitive predictors help explain speech-in-noise challenges – underscoring the support that executive function provides during speech processing

# LSHSS

LANGUAGE, SPEECH, AND  
HEARING SERVICES IN SCHOOLS

Editor-in-Chief:  
Karla N. Washington

## We Have to Talk About Something: Why NOT Talk About the Curriculum? A Guide to Embedding Language Interventions in Curricular Content

Amanda J. Owen Van Horne,  
Maura Curran,  
Samantha Weatherford,  
and Karla K. McGregor



### Integrating Language Interventions in Curriculum Content



Children with developmental language disorder (DLD) frequently face lifelong language difficulties. When language intervention is infused into the standard school curricula, both their language development and their academic learning may benefit

#### Proposed five-step approach to curriculum integration and tracking



By working together, speech-language pathologists and teachers can integrate language intervention into the general education curriculum

LSHSS

We Have to Talk About Something: Why NOT Talk About the Curriculum? A Guide to Embedding Language Interventions in Curricular Content

Owen Van Horne et al. [2024] | Language, Speech, and Hearing Services in Schools | DOI: 10.1044/2024\_LSHSS-23-00177



ASHA  
American  
Speech-Language-Hearing  
Association

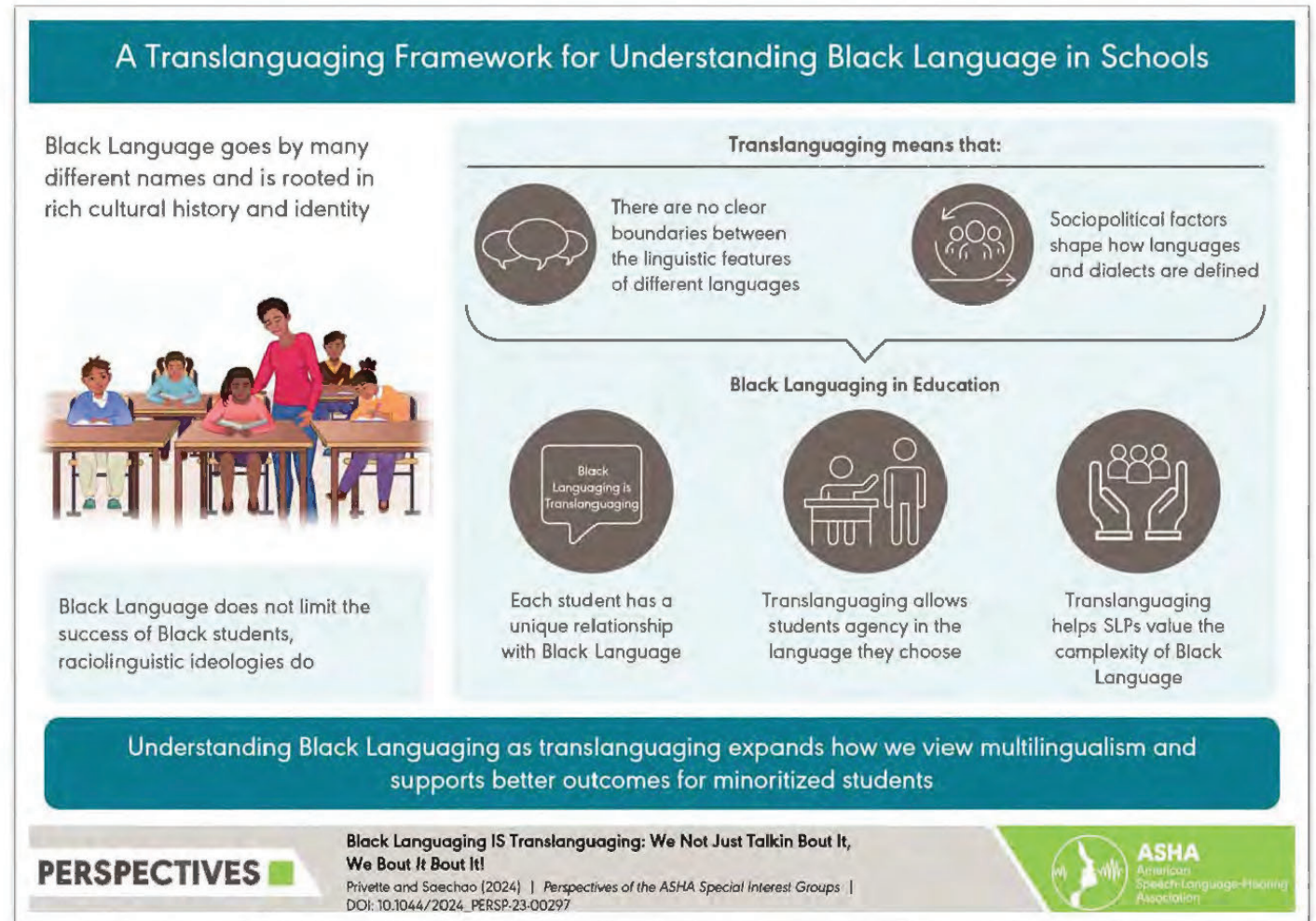
# PERSPECTIVES

OF THE ASHA SPECIAL INTEREST GROUPS

Editor-in-Chief:  
Monique T. Mills

**Black Languageing IS Translanguaging: We Not Just Talkin Bout It, We Bout It Bout It!**

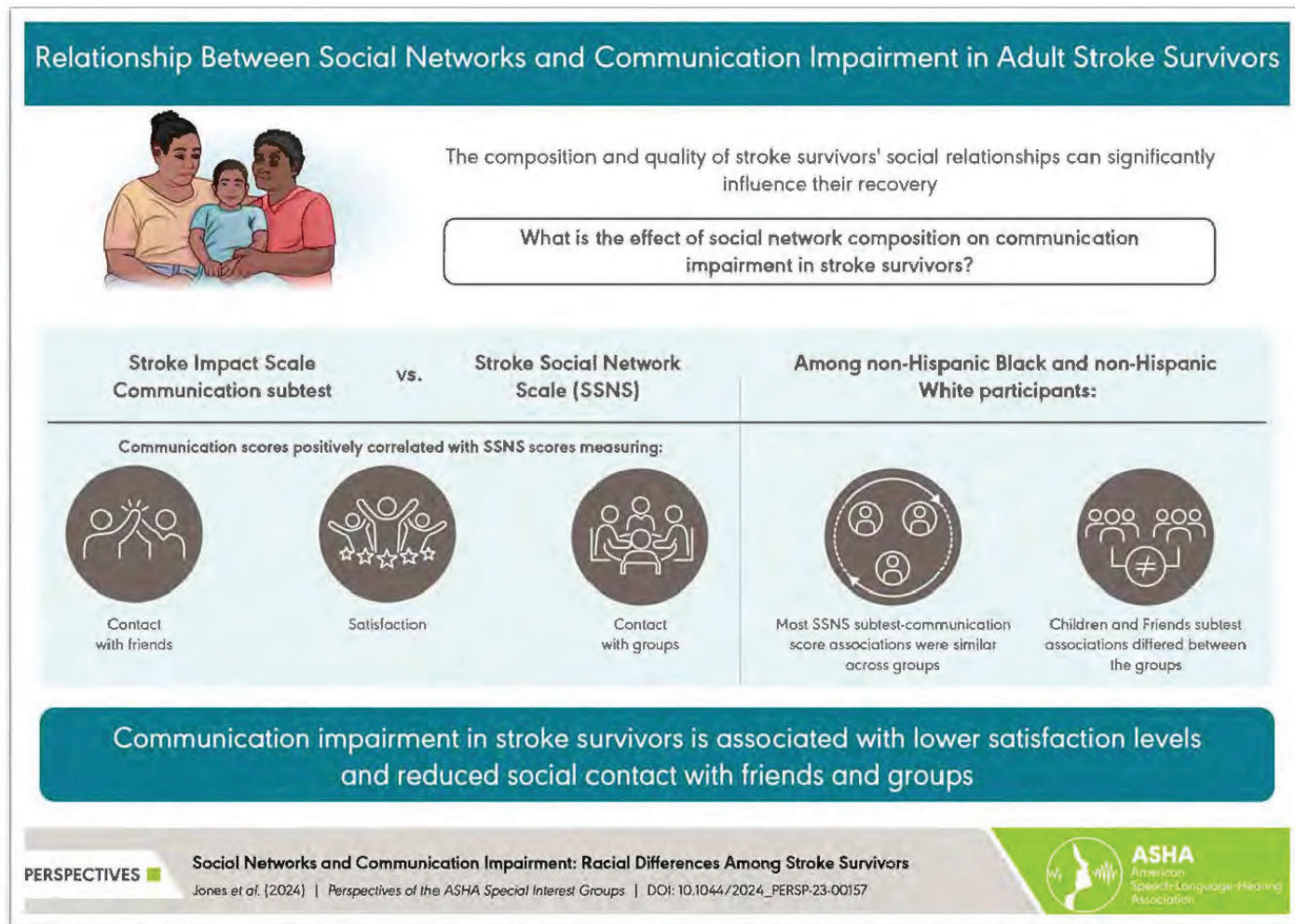
Chelsea Privette  
and Karina R. Saechao



Editor-in-Chief:  
Kendrea L. Garand

## Social Networks and Communication Impairment: Racial Differences Among Stroke Survivors

Jacqueline Nicole Jones,  
Molly Jacobs,  
and Charles Ellis



# PERSPECTIVES

OF THE ASHA SPECIAL INTEREST GROUPS

Editor-in-Chief:  
Ishara Ramkissoon

## Development and Implementation of an Aural Rehabilitation Program using Community Health Workers in Rural Alabama

Marcia J. Hay-McCutcheon,  
Abigail Hubbard,  
Emma B. Brothers,  
Kerstin Straub,  
Rebecca S. Allen,  
Claudia Hardy,  
and Nancy Tye-Murray



### Community-Focused Hearing Rehabilitation in Alabama

An aural rehabilitation (AR) and a community health worker (CHW) educational training program were developed and implemented to support hearing aid users in rural Alabama communities lacking audiological care



Location: West Central and South Alabama



Target population: those receiving over-the-counter hearing aids



Implementation time: 3 years (2021–2024)

Development and implementation of the AR program and the CHW training program involved:



Foundational work from experiential learning principals



Guidance from experts in community outreach and engagement



Study personnel



Consultants



CHWs

Refinement of the AR program and the CHW training program involved guidance from:

The work was part of a registered clinical trial (NCT04671381)

The development and implementation of an AR program and a CHW training in rural communities lay the foundation for future evaluation of its impact on improving hearing health care access

PERSPECTIVES

Development and Implementation of an Aural Rehabilitation Program Using Community Health Workers in Rural Alabama

Hay-McCutcheon et al. (2024) | Perspectives of the ASHA Special Interest Groups | DOI: 10.1044/2024\_PERSP-24-00083



ASHA  
American  
Speech-Language-Hearing  
Association

Editor-in-Chief:  
Danai Kasambira Fannin

## Addressing Hearing Loss of Palestinians Living in Refugee Camps

Lori A. Pakulski



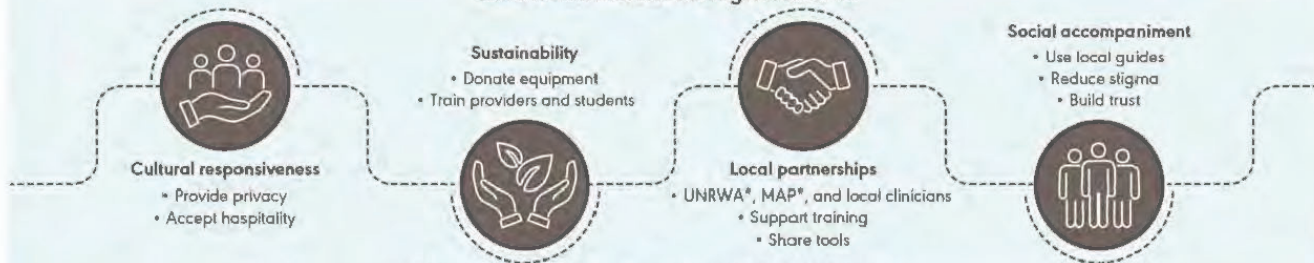
### Addressing Inadequately Managed Hearing Loss in the Palestinian Refugee Population



Unaddressed or inadequately managed hearing loss (UIMHL) undermines communication, health care access, cognitive health, and social connection—especially in already-vulnerable populations like Palestinian refugees

#### Humanitarian approach to improving hearing health in Palestinian refugee camps

##### Effective intervention strategies focus on:



\*UNRWA: United Nations Relief and Works Agency, MAP: Medical Aid for Palestinians

Humanitarian organizations can employ these targeted strategies to improve uptake and reduce detrimental effects through programs addressing UIMHL in vulnerable populations



# *Congratulations to All the Award Recipients*

2025 ASHA CONVENTION



# Reflections and Revelations:

A Century of Discovery in Communication Sciences and Disorders Research

*Moderated by*

**Nidhi Mahendra, PhD, CCC-SLP**  
*ASHA VP for Science and Research*



# Congratulations, Loretta!



## *Happy Retirement!*



2025 ASHA CONVENTION



**Loretta Nunez, MA, AuD, CCC-A/SLP, FNAP**  
Senior Director for ASHA Academic Affairs &  
Research Education



# Reflections and Revelations:

A Century of Discovery in Communication Sciences and Disorders Research

*Moderated by*

**Nidhi Mahendra, PhD, CCC-SLP**  
*ASHA VP for Science and Research*



# 2025 RATM Panelists



**Sumitrajit Dhar, PhD, CCC-A**  
*Northwestern University*



**Raymond Kent, PhD**  
*University of Wisconsin-Madison*



**Julie Barkmeier-Kraemer, PhD, CCC-SLP**  
*The University of Utah*



**Judy R. Dubno, PhD, CCC-A**  
*Medical University of South Carolina*



**Julie A. Washington, PhD**  
*University of California, Irvine*

**2025 ASHA CONVENTION**



## Announcements

- **ASHA CEUS!** For CEUs you must submit by December 1 with code "PC05" (Pre-Convention Workshop - RATM)
- **Audio Recording:** An audio recording of tonight will be made available on the RATM Website.
- **Centennial Slideshow:** Check out the RATM website to see and share the slideshow celebrating a century of progress in CSD.

# Thank You For Attending!

Enjoy dessert and networking!



# 2025 RATM Panelists



**Sumitrajit Dhar, PhD, CCC-A**  
*Northwestern University*



**Raymond Kent, PhD**  
*University of Wisconsin-Madison*



**Julie Barkmeier-Kraemer, PhD, CCC-SLP**  
*The University of Utah*



**Judy R. Dubno, PhD, CCC-A**  
*Medical University of South Carolina*



**Julie A. Washington, PhD**  
*University of California, Irvine*

**2025 ASHA CONVENTION**