Does Parent-Parent Social Capital Affect Narrative Language?  

Poster #1  
Intermediate Learning Level  

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Emily is a 3rd year undergraduate student studying Speech and Hearing Science at The Ohio State University. She is graduating in the spring of 2018 with honors research distinction with a B.A. in Speech & Hearing and minor in Disability Studies. She has conducted research in the Child Language Ability Laboratory while gaining experience analyzing narrative language produced by school-age children.

Faculty Bio(s):
Dr. Monique Mills is an Associate Professor in the Speech & Hearing Science Department at The Ohio State University (OSU). She received her B.S. in Speech & Hearing from the University of Illinois and her M.A. in Speech & Hearing from OSU. Dr. Mills completed her Ph.D. at the University of Illinois in 2008 and then completed her post-doctoral training at the University of Wisconsin-Madison. She currently conducts research in her lab, The Child Language Ability Laboratory, serves as Chair of the Equity & Inclusion Committee at OSU, and serves on the editorial boards of the American Journal of Speech-Language Pathology and Evidence-based Practice Briefs.

Abstract:
This presentation examines the relationship between parent-parent social capital and child narrative language. Participants include parent-child dyads with children ages 5-10 years. Parents will complete a social capital survey, children will produce an oral narrative, and parent language samples will be recorded. Results and their implications will be discussed.

Learner Outcomes:
- Participants will be able to identify key aspects of children’s social networks to prevent poor language outcomes in school-age children.
- Participants will be able to define parent-parent social capital as the trust between parents of children who attend the same school, their mutual expectations, and their shared values.
- Participants will be able to explain how social capital is connected to positive long-term outcomes and how it functions as a protective factor for at-risk children.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Student Poster Presentations  
Saturday, March 24, 2018

Posters are available for viewing and interaction in 15-minute increments and are expected to be available for .15 ASHA CEUs only during the presentation hours listed for each poster.

Staff-Resident Communication in Nursing Homes  
Posters are available for viewing and interaction in 15-minute increments and are expected to be available for .15 ASHA CEUs only during the presentation hours listed for each poster.

Poster #2  
Intermediate Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Eleni was born and raised in Cincinnati, Ohio. She is a second-year graduate student in the department of Speech Pathology & Audiology at Miami University, where she completed her undergraduate work. Eleni holds a B.S. in Speech Pathology & Audiology as well as a B.A. in Gerontology. Her research interests include dysphagia and dementia care.

Faculty Bio(s):
Kelly Knollman-Porter, Ph.D., is an assistant professor in the Department of Speech Pathology and Audiology at Miami University. Her teaching and research interests focus on the language and cognitive challenges of people secondary to stroke or traumatic brain injury. She is the Director of the Miami University Stroke Support Group.

Dr. Jane K. Straker currently serves as Director of Research and a Senior Research Scholar at Miami University's Scripps Gerontology Center. Her research interests include assessing consumer satisfaction with long-term services and supports, person-centered/resident-directed care, issues and programs in the aging network, issues affecting direct care workers and leadership in long-term care.

Abstract:
This poster provides information relevant to determining the quality, quantity, and modes of communication used between staff members and residents in nursing homes.

Learner Outcomes:
- Participants will be able to explain the barriers to effective staff-resident communication in long-term care settings.
- Participants will be able to describe the general quality, quantity, and types of communication used between staff and residents in nursing homes.
- Participants will be able to identify possible ways in which staff members can be supported to better communicate with residents.

Disclosures:
The presenters of this poster may have received grant funding for the search pertaining to the contents within this poster presentation. Presenters have no additional nonfinancial disclosures to make pertaining to the contents presented within this poster.
Speech Sound Development in English and Russian
Poster #3
Intermediate Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Lina is a senior in the Honors College at Cleveland State University and will be graduating in December 2017 with her Bachelor's degree in Health Sciences. While in her undergraduate career, Lina pursued a major in speech & Hearing as well as a minor in Psychology. In her college career, Lina took on various leadership roles on campus, earning herself a title of the “Proudest Viking.” But her true passion is learning about the field of speech-language pathology and preparing herself to become an SLP one day.

Faculty Bio(s):
Monica Gordon-Pershey, Ed.D., CCC-SLP, is an Associate Professor in the Speech & Hearing Program, School of Health Sciences, at Cleveland State University (CSU) in Cleveland, OH. Dr. Gordon-Pershey has authored over 125 articles, book chapters and presentations, many of them on languages and literacy and on the professional development of speech-language pathologists and teachers. Her chapter on executive function is forthcoming in Multisensory Teaching of Basic Language Skills (Judith Birsh, Ed., Brookes Publishing).

Abstract:
This poster provides information on speech sound acquisition in English and Russian, including similarities and differences in how Russian- and English-speaking children develop speech sounds according to ages of acquisition. SLPs, teachers and parents of Russian- and English-speaking children would benefit from this presentation.

Learner Outcomes:
- Participant will be able to state differences in speech sound acquisition in English and Russian.
- Participant will state what speech sounds overlap in English and Russian.
- Participant will be able to identify the speech sounds that are part of typical speech sound development for speakers 2 through 8 years of age in English and Russian.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Student Poster Presentations
Saturday, March 24, 2018

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The Impact of a Novel Gaming Reinforcement System on Feeding Outcomes in Pediatric Dysphagia Therapy

Poster #4
Live Presentation Time: 2:45-3:30 PM

Introductory Learning Level

Speaker Bio(s):
Jamie Budhan received his Bachelor of Science from Miami University in 2015 with a major in Speech Pathology and Audiology and a minor in Neuroscience. Jamie is currently finishing his graduate thesis conducting research in the Dysphagia Research Lab under the supervision of Dr. Donna Scarborough, PhD, CCC-SLP, BCS-S, and Dr. Michael Bailey-Van Kuren, PhD (Department of Mechanical and Manufacturing Engineering).

Paige Hembrough is a Junior at Miami University, majoring in Speech Pathology and Audiology. This is her first year working in the Dysphagia Research Lab.

Faculty Bio(s):
Dr. Donna Scarborough, PhD, CCC-SLP, BCS-S is an associate professor in the Department of Speech Pathology and Audiology at Miami University.

Dr. Michael Bailey-Van Kuren, PhD, is an associate professor in the Department of Mechanical and Manufacturing Engineer at Miami University.

Abstract:
A single-subject case study design, focusing on a pediatric dysphagia client with a rare genetic syndrome, hyperactive gag and anxiety. Goals of the study included developing/implementing a novel reinforcement strategy (computer-based gaming device operated via a straw sensor) and evaluating its impact on motivation and total volume of liquids consumed.

Learner Outcomes:
- The participants will be able to describe a novel reinforcement strategy in dysphagia therapy.
- The participants will be able to list barriers to progress in therapy when working with children with oral aversion, anxiety, or similar sensory/behavioral diagnoses.
- The participants will be able to describe the relationship between motivation and progress in (dysphagia) therapy.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
How do Context Awareness and Listener Experience Taking the SPEAK Test Influence Perceptions of Non-native Speaking Proficiency?

Poster #5
Learning Level

Live Presentation Time: 2-2:45 PM

Abstract:
This presentation examines the following concepts: the effects of context awareness and experience taking an oral proficiency test native English speakers. ratings of accented speech, the interaction between context awareness and personal experience, and the variance in the effects of context and experience based on English speaking proficiency.

Learner Outcomes:
- Participants will be able to describe how context awareness and experience taking an oral proficiency test affect native English speakers. ratings of accentedness, comprehensibility, and comfort level with the speaker as an instructor.
- Participants will be able to describe the interaction between context awareness and experience taking an oral proficiency test, and how it influences ratings of accented speech.
- Participants will be able to describe how the effects of context awareness and experience taking an oral proficiency test vary as a function of English speaking proficiency.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
"Tapping" into the Etiology of Pediatric Communication Disorders: Spontaneous Rhythm Tapping Predicts Auditory Working Memory

Poster #6

Intermediate Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Katherine Corbeil is a fourth-year undergraduate student pursuing a B.A. in Speech and Hearing Science. She works under Dr. Yune Lee in the SLAM (Speech, Language, and Music) Lab, Ohio State's auditory neuroscience lab. She plans to become a certified speech-language pathologist and has specific clinical interests in working with children with sensory processing disorders, specific language impairments, and fluency disorders.

Faculty Bio(s):
Yune S. Lee is an Assistant Professor in the Department of Speech and Hearing at The Ohio State University and a core faculty at the Center for Brain Injury. He received his doctorate in Cognitive Neuroscience from Dartmouth College and completed his postdoctoral training at University of Pennsylvania. His expertise domains include auditory functional neuroimaging, and his research focuses on the connection between speech, language, and music in the context of communication disorders and neurological disorders. The current research programs focus on brain-based evaluation of rehabilitation efficacy aimed at identifying neural plasticity associated with improved speech and language abilities through music activities.

Abstract:
Auditory working memory (AWM) is important for speech and language, but how is not as clear. This study analyzed children’s tapping and found that a smaller temporal window predicts better AWM, and a larger window predicts poorer AWM. Perhaps there is some innate rhythm capacity driving speech and language resources.

Learner Outcomes:
- Participant will be able to describe how the stimuli used for the visual working memory (VWM) and AWM assessments assisted in our analysis of working memory in separate visual and auditory domains.
- Participant will be able to explain why our findings serve as evidence for dissociable rhythm skills by describing how each of our rhythm “tapping” measures related to AWM.
- Participant will be able to explain why time segment propensity (i.e., spontaneous tapping) appears to be innate.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
Effects of Relaxation Therapy as a Treatment for Functional Voice Disorders: Perceptual and Acoustic Measures

Poster #7

Live Presentation Time: 2-2:45 PM

Introductory Learning Level

Speaker Bio(s):
Katie is a 2nd year Master’s student at Miami University in the Department of Speech Pathology and Audiology. She has assisted with research projects focused on video modeling, acoustic voice assessment, and Mindfulness-based Stress Reduction Exercises through the Speech and Voice Science Lab at Miami University. She completed her Bachelor’s Degree at Miami University.

Caitlyn Corbissaro is a senior in the Dept. of Speech Pathology and Audiology at Miami University. She has assisted with research projects focused on acoustic voice assessment and Mindfulness-based Stress Reduction Exercises through the Speech and Voice Science Lab at Miami University.

Allison Crittenden is a senior in the Dept. of Speech Pathology and Audiology at Miami University. She has assisted with research projects focused on acoustic voice assessment and Mindfulness-based Stress Reduction Exercises through the Speech and Voice Science Lab at Miami University.

Faculty Bio(s):
Susan Baker Brehm, Ph.D., is Professor and Chair of the Dept. of Speech Pathology and Audiology at Miami University. Her research primarily focuses on pediatric, voice and upper airway disorders. Renee Gottliebson, Ph.D., is a Clinical Faculty member in the Dept. of Speech Pathology and Audiology at Miami University. Her research primarily focuses on the treatment of voice disorders.

Abstract:
Objective: Examine the efficacy of the body scan, a Mindfulness-based Stress Reduction exercise, in treatment outcomes of patients with functional voice disorders through vocal acoustic measures. The examination of the body scan for potential use in voice therapy and the implications of this work will be discussed.

Learner Outcomes:
- Participants will be able to complete body scan meditation independently on a daily basis.
- Participants will identify stress and stress reactions (muscle tension) throughout their bodies.
- Participants will explain two or more strategies for improved overall vocal quality.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Impact of Video Modeling on Subglottal Pressure Task for Voice Assessment

Poster #8

Introductory Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Katie is a 2nd year Master’s student at Miami University in the Department of Speech Pathology and Audiology. She has assisted with research projects focused on video modeling, acoustic voice assessment, and Mindfulness-based Stress Reduction Exercises through the Speech and Voice Science Lab at Miami University. She completed her Bachelor’s Degree at Miami University.
Victoria is a 2nd year graduate student at Miami University. She completed her Bachelor’s Degree at Miami University.
Jamie is a 2nd year graduate student at Miami University. He completed his Bachelor’s Degree at Miami University.
Rachel is a Junior undergraduate student at Miami University.

Faculty Bio(s):
Susan Baker Brehm, Ph.D., is Professor and Chair of the Dept. of Speech Pathology and Audiology at Miami University. Her research primarily focuses on pediatric, voice and upper airway disorders. Renee Gottliebson, Ph.D., is a Clinical Faculty member in the Dept. of Speech Pathology and Audiology at Miami University. Her research primarily focuses on the treatment of voice disorders.

Abstract:
This study examined the impact of watching a training video prior to the measurement of estimated subglottal pressure in healthy individuals. An experimental group required significantly fewer cues and a shorter length of time to complete the speech tasks required to obtain estimated subglottal pressure compared to a control group.

Learner Outcomes:
- The participants will be able to describe the aerodynamic measurement task used to measure subglottal pressure.
- The participants will be able to describe the significant results that video modeling had on total session time, number of trials of task, and cues required.
- The participants will be able to describe how video modeling might be an effective tool for saving time and increasing efficiency of voice evaluation.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
Exploring Lexical Diversity in a Set of Multiples and a Singleton Sibling: A Case Study
Poster #9
Introductory Learning Level

Live Presentation Time: 2-2:45 PM

Abstract:
This study explored lexical diversity of typically developing triplets and singleton sibling. Language samples between the ages of 18 and 36 months were analyzed using SALT to obtain total number of words, number of different words and type-token ratio. Lexical diversity similarities and differences are reported.

Learner Outcomes:
- The participants will be able to describe the role of environmental and genetic factors in the language development of triplets and singletons.
- The participants will be able to discuss major differences in semantic development of singletons and multiples.
- The participants will be able to describe the patterns of lexical diversity in a set of multiples and a singleton sibling.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Augmentative and Alternative Communication Strategies Used by Speech-Language Pathologists who Work in Inpatient Rehabilitation Settings

Poster #10

Live Presentation Time: 2:45-3:30 PM

Introductory Learning Level

Speaker Bio(s):
Allison is an undergraduate student at the University of Cincinnati studying Communication Sciences and Disorders, expected to graduate in May 2018. She is interested in adults with neurogenic disorders as well as augmentative and alternative communication (AAC). She is working under the direction of Dr. Aimee Dietz.

Chitrali Mamlekar is a Ph.D. student in the Dept. of Communication Sciences & Disorders at the University of Cincinnati. As part of her Ph.D. studies, she focuses on Complex Communication Needs (CCN) and Augmentative and Alternative Communication (AAC).

Faculty Bio(s):
Aimee Dietz, PhD., CCC-SLP, is an associate professor at the University of Cincinnati. She teaches courses and conducts research regarding aphasia and augmentative and alternative communication (AAC).

Lesley Raisor-Becker, Ph.D., CCC-SLP is an assistant professor-educator at the University of Cincinnati. She specializes in the language and literacy development of preschoolers. Her research areas include literacy development and social skill interventions for children with ADHD.

Abstract:
Augmentative and Alternative Communication (AAC) can promote improved patient-provider interactions during healthcare stays. The literature is not clear regarding AAC usage on inpatient floors. We will report the preliminary results of a qualitative study investigating speech-language pathologists' perspectives about the barriers and strategies for successful AAC implementation in this setting.

Learner Outcomes:
- Participant will be able to describe the complex communication needs of individuals in inpatient rehabilitation settings.
- Participant will be able to identify the potential AAC strategies that can be utilized in inpatient rehabilitation settings.
- Participant will be able to discuss the emerging barriers and strategies for successful implementation of augmentative and alternative communication devices in the inpatient rehabilitation setting.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Use of a Social Skills Curriculum as Pragmatic Intervention for Individuals with ASD: A Meta-Analysis

Poster #11
Live Presentation Time: 2-2:45 PM

Introductory Learning Level

Speaker Bio(s):
Blair will be graduating in May 2018 from Case Western Reserve University with a combined bachelors and masters degree in Communication Sciences and Disorders. Her primary interests include autism, augmentative and alternative communication, and social skills. She is the Northeastern Regional Councilor for the National Student Speech Language Hearing Association.

Faculty Bio(s):
Dr. Angela Ciccia is an Association Professor in the Dept. of Psychological Sciences, Communication Sciences Program at Case Western Reserve University. Her research focuses on exploring the barriers to pediatric rehabilitation for children especially for high-risk, low-income groups. Dr. Ciccia is the Co-chair for the Pediatric Rehabilitation Networking Group of ACRM.

Abstract:
The parent mediated social skills curriculum presented by the Program for the Education and Enrichment of Relational Skills (PEERS) was created to improve social communication skills in individuals with autism. This meta-analysis evaluated seven randomized controlled trials of the PEERS program to analyze the impact of the program on social skill development.

Learner Outcomes:
- Participant will be able to identify the purpose and intended use of the PEERS program.
- Participant will be able to describe the inclusion and exclusion factors used to identify studies for meta-analysis.
- Participant will be able to explain the efficacy of PEERS as a social skills curriculum.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Swallowing Pathophysiology in Infants and Young Children with Dysphagia

Poster #12

Introductory Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Hyeju Han is a doctoral student in Communication Sciences and Disorders at Ohio University. My research goal is to identify the physiologic characteristics of normal and disordered swallowing in pediatric and adult population and to develop rehabilitative strategies for individuals with swallowing disorders.

Faculty Bio(s):
Youngsun Kim is an associate professor in Communication Sciences and Disorders at Ohio University. The goal of research is to identify the physiological characteristics of disordered swallowing and to develop diagnostic tools. His research focuses on temporal and biomechanical characteristics and the development of intervention strategies for rehabilitation.

Abstract:
To understand swallowing physiology and pathophysiology in pediatric population, normative temporal measurements were performed on Videofluoroscopic Swallowing Examination. The infants and young children with aspiration showed delayed triggering of pharyngeal swallowing and delayed and shorter laryngeal closure than those who did not. Clinical implication will be discussed.

Learner Outcomes:
- The participants will be able to describe elements of the study design.
- The participants will be able to discuss the author’s conclusion.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Speech-on-Speech Masking: Effects of Prosodic Variance
Poster #13
Intermediate Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Ann is a 3rd year undergraduate student studying Communication Sciences & Disorders at Case Western Reserve University. She works as a research assistant in the Speech and Auditory Research (SpAR) Lab under the supervision of Dr. Lauren Calandruccio. Ann earned 3rd place in the 2017 OSLHA Convention Student Poster Competition for her research involving the development of pediatric sentence recognition test material. Monroe Chen is a 4th year undergraduate student at Case Western Reserve University studying Cognitive Science and Psychology. She currently works as a research assistant in the Speech and Auditory Research Lab under the guidance of Dr. Lauren Calandruccio.

Faculty Bio(s):
Lauren Calandruccio, Ph.D., CCC-A, is an Associate Professor in the Dept. of Psychological Sciences at Case Western Reserve University, and is a Board of Trustee member for the ASHFoundation and an Editor for the American Journal of Audiology. Her research, which focuses on speech perception, is currently funded by the NIH-NIDCD. She teaches undergraduate and graduate students about speech and hearing science, audiology, and multicultural issues surrounding communication disorders.

Abstract:
Research shows that exaggerated prosody can improve masked-speech recognition in an energetic, noise masker. The benefit of exaggerated prosody has not been demonstrated in an informational speech masker. This experiment explores how prosodic changes in both target and masker speech impacts masked-speech recognition. Data will be presented for normal-hearing listeners.

Learner Outcomes:
- Participants will be able to describe the different acoustical characteristics of flat, normal and exaggerated prosody.
- Participants will be able to explain informational masking.
- Participants will be able to describe the different prosodic conditions between the target and masker speech that yield the least effective masking.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
Examining Variability in Productive Syntax Within a Set of Triplets

Poster #14

Live Presentation Time: 2:45-3:30 PM

Introductory Learning Level

Speaker Bio(s):
Alyssa M. Hulthen is an undergraduate student in the Department of Communication Sciences and Disorders at Bowling Green State University. She will be graduating in December 2018 and pursuing a Master’s degree in Speech Language Pathology. Alyssa is a member of the Honors College and is the Treasurer of the BGSU chapter of NSSLHA.

Mia I. V. Eberts is an undergraduate student in the Department of Communication Sciences and Disorders at Bowling Green State University. She will be graduating in December 2018 and pursuing a Master’s Degree in Speech Language Pathology. Mia is a member of the Honors College and is the Vice President of the BGSU chapter of NSSLHA.

Faculty Bio(s):
Virginia L. Dubasik, Ph.D., CCC-SLP is an Assistant Professor in the Department of Communication Sciences and Disorders at Bowling Green State University. Her research interests include bilingual Spanish-English speech and language acquisition in typical and clinical populations of dual language learners as well as assessment and intervention with this group. Dr. Dubasik teaches undergraduate and graduate courses in child language.

Abstract:
This study explored variability in productive syntax of triplets at two time points (12-36 months and 15-years;10-months). Language sample measures (Times 1 & 2) and standard scores (Time 2) were analyzed. Variability within triplets was observed in both early and later language. Within triplet patterns of productive syntax are reported.

Learner Outcomes:
- The participants will be able to discuss the role of environmental and genetic factors in the language development of triplets.
- The participants will be able to describe major differences in the language development of singletons and multiples.
- The participants will be able to describe patterns of productive syntax of triplets.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
The Effect of Co-articulation in Speech-on-Speech Masking

Poster #15

Intermediate Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Brandi Jett, B.A., is a first year master’s student in the Department of Psychological Sciences Program in Communication Sciences at Case Western Reserve University (CWRU). She currently works as a Graduate Assistant in the Speech and Auditory Research Lab under Dr. Lauren Calandruccio’s mentorship. She has presented her research focusing on speech-on-speech masking at the 2016 ASHA Convention and the 2017 OSLHA Conference. Brandi participated in the PROmoting the next GENeration of Researchers (PROGENY) program supported by ASHA

Faculty Bio(s):
Nardine Taleb, B.A., is a research assistant and lab manager at the Speech and Auditory Research (SpAR) Lab at Case Western Reserve University. Nardine has presented at the 2016 ASHA convention on the development of pediatric sentence recognition materials. She will present work on bilingual-speech perception at the 2017 ASHA convention in Los Angeles.

(Faculty) Lauren Calandruccio, Ph.D., CCC-A, is an Assistant Professor in the Department of Psychological Sciences at Case Western Reserve University. She is a Board of Trustee member for the ASHFoundation and an Editor for the American Journal of Audiology. Her research, which focuses on speech perception, is currently funded by the NIH-NIDCD. She teaches undergraduate and graduate students about speech and hearing science, audiology, and multicultural issues surrounding communication disorders.

Abstract:
This study explores the importance of coarticulation for masked-speech recognition. Data will be presented for normal-hearing listeners for speech-on-speech masking tasks which include both coarticulated and non-coarticulated target and masker speech.

Learner Outcomes:
- Participants will be able to describe informational masking.
- Participants will be able to describe the difference between co-articulated and non-coarticated speech.
- Participants will be able to explain the importance of acoustic cues in speech-on-speech masking

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster
Reading Compensatory Strategy Use, Engagement and Outcomes for People with Aphasia in Book Clubs

Poster #16
Live Presentation Time: 2:45-3:30 PM

Introductory Learning Level

Abstract:
This mixed method research study explored the experiences, preferences, opinions, and strategy use of people with chronic aphasia when engaging in a book club. None of the participants had prior experience in a book club. The influence of the 7 week program on future independent reading attempts was examined.

Learner Outcomes:
- Participant will be able to identify how people with chronic aphasia describe the essence of their reading abilities and experiences within the structure of the book club.
- Participant will be able to list 3 strategies and external supports that people with chronic aphasia prefer to use and deem helpful when performing book club reading tasks.
- Participant will be able to identify how caregivers describe the impact of the book club on the individual with aphasia and/or their communication interactions.

Disclosures:
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Student Poster Presentations  
Saturday, March 24, 2018

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Non-native Perception of Dialects in Babble

Poster #17
Introductory Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Sasha Kim is a second year speech-language pathology graduate student at the Ohio State University. She was awarded the OSU Graduate School’s University Fellowship and is currently a teaching assistant for a graduate phonetics course. She has a B.S. in oboe performance and speech-language pathology with a minor in Korean language from Indiana University.

Faculty Bio(s):
Ewa Jacewicz, PhD (Co-Director of the Speech Perception and Acoustics Laboratories—SPA Labs— in the Department of Speech and Hearing Science at Ohio State) was funded on a 7-year NIH grant to examine vowel differences across three dialects of American English (spoken in Central Ohio, Southeastern Wisconsin, Western North Carolina) and has published numerous articles (and presentations) related to research in the area of vowels. See a list of her recent presentations and publications (and an outline of current research) at her professional website: http://http://u.osu.edu/jacewicz.1. Jacewicz has been at Ohio State for 17 years, first as a post-doctoral researcher, then a research scientist and now as a Research Associate Professor.

Robert A. Fox, PhD (Co-Director of the Speech Perception and Acoustics Laboratories—SPA Labs— in the Department of Speech and Hearing Science at Ohio State) is a Professor and Chair of the Department of Speech and Hearing Science at Ohio State. He is a co-investigator on all projects related to dialect variation. His research interests also include second language acquisition. He has published widely in a variety of professional journals and authored numerous presentations. A complete list of his scholarly contributions can be found at http://u.osu.edu/fox.2. Fox has been at Ohio State since 1979.

Abstract:
I will examine Korean-English bilinguals’ listening comprehension of English targets in multitalker babble. The experiment involves the simultaneous presentation of target sentences and two-talker babble in two American English dialects at varying sound-to-noise ratios. I will compare these results to those of Indonesian-English bilingual listeners and native listeners.

Learner Outcomes:
- Participants will be able to describe the difference between energetic and informational masking.
- Participants will be able to explain reasons why non-native listeners have more difficulty with speech comprehension in the presence of background noise
- Participants will be able to explain differences between native and non-native listener performance in response to dialect variations of target and maskers at various sound-to-noise ratios.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Women Recovering From Domestic Trafficking: Barriers to Accessing Educational and Healthcare Services for Their Children

Poster #18

Intermediate Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Leslie Kokotek, M.A., CCC-SLP is a PhD student at the University of Cincinnati. She has a wide range of experience with emphasis on supporting children with disabilities in schools, hospitals, and low income community settings. Her scholarly interests include language and literacy development in underrepresented and economically disadvantaged communities.

Faculty Bio(s):
Dr. James P. Canfield is an assistant professor at the University of Cincinnati in the School of Social Work and an internationally-recognized researcher in the area of child and family homelessness, poverty, and measurement development. In addition to being a national award-winning educator and recipient of the SAGE/Council on Social Work Education Innovative Teaching Award and a TED talk presenter, he has also authored the only book on working with children and youth in education settings (School-based Practice with Children and Youth Experiencing Homelessness).

Dr. Sandra Combs is an assistant professor at the University of Cincinnati. She previously served the Ohio Speech Language and Hearing Association as the President, the Schools Professional Practice Representative, Scholarship Committee Chair and Honors & Awards Chair and was the ASHA State Educational Advocacy Leader-Ohio Representative, 2009-11, and State Education Advocacy Leader-Ohio Representative-2009-11.

Abstract:
The purpose of this study is to collaborate with women who are in recovery from domestic trafficking to identify the barriers they experience in accessing educational and healthcare services for their children in order to identify how SLPs can effectively provide care to children from this underrepresented population.

Learner Outcomes:
- The participants will be able to identify who represents the co-collaborators in this study.
- The participants will able to describe why this is a relevant research question to SLPs
- The participants will be able to explain the identified barriers

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster
Examining Masking Components Using Ideal-Binary Masks

Poster #19

Intermediate Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Jessica Kong is a third-year undergraduate studying Communication Sciences at Case Western Reserve University. She is a research assistant in the Speech and Auditory Research (SpAR) lab under the supervision of Dr. Lauren Calandruccio. In the summer of 2017, she helped develop a comprehensive standardized norm-referenced Mandarin language assessment for children ages 0-36 months.

Faculty Bio(s):
(Faculty) Lauren Calandruccio, Ph.D., CCC-A, is an Assistant Professor in the Department of Psychological Sciences at Case Western Reserve University. She is a Board of Trustee member for the ASHFoundation and an Editor for the American Journal of Audiology. Her research, which focuses on speech perception, is currently funded by the NIH-NIDCD. She teaches undergraduate and graduate students about speech and hearing science, audiology, and multicultural issues surrounding communication disorders.

Abstract:
Masked-speech recognition will be tested across several different target and masker speech combinations. These conditions will then be retested using ideal time-frequency segregation. The application of an ideal-binary mask will allow us to explore informational masking contributions for the unprocessed masked-speech recognition results. Data from normal-hearing listeners will be presented.

Learner Outcomes:
- Participants will be able to describe an ideal-binary mask.
- Participants will be able to explain informational masking.
- Participants will be able to explain how much variability in speech-on-speech masking is due to energetic and informational masking contributions.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Adaptability in Preschool-Aged Children Who Stutter

Poster #20
Introductory Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Demetra Kontos is an undergraduate student at Kent State University with a major in Speech Pathology and Audiology and a minor in Psychology. Her expected graduation date is May 2019. Demetra has an interest in stuttering in preschool and school-aged children who stutter.

Faculty Bio(s):
Hayley Arnold, Ph.D. CCC-SLP, is an assistant professor in the Speech Pathology and Audiology program at Kent State University in Kent, Ohio. Her research, which focuses on developmental stuttering, investigates how internal mechanisms, such as linguistic and emotional processes, and external mechanisms, such as public opinions about stuttering, impact individuals who stutter.

Abstract:
This study assessed differences in adaptability to rules in preschool-aged children who do (CWS) and do not stutter (CWNS), during the training phase of a Stroop-like picture-naming tasks. Results indicate that CWS do not adapt as quickly or accurately to the task as CWNS.

Learner Outcomes:
- Participant will be able to explain how adapting to new rules relates to speech-language development.
- Participant will be able to summarize past findings on adaptability and preschool-aged CWS and CWNS.
- Participant will be able to summarize how adapting to the rules of a Stroop-like picture-naming task differs between preschool-aged CWS and CWNS.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
The Impact of Individual Differences Across Two AAC Systems

Poster #21
Intermediate Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Michelle is a 4th year undergraduate student at Ohio State University majoring in Speech & Hearing Sciences with a minor in Spanish. She is currently working on her undergraduate thesis that explores how individual differences impact AAC use and preference.

Faculty Bio(s):
Dr. Allison F. Ellawadi is an assistant professor at OSU. She received her B.A. from Iona College and her M.S. from New York Medical College in Speech-Language Pathology. During her clinical fellowship year at Westchester Institute for Human Development, Allison participated in the Leadership in Education & Neurodevelopmental Disabilities (LEND) training program. She completed her Ph.D. in Communication Sciences & Disorders at the Univ. of Iowa in 2010, followed by a year of postdoctoral training at the Univ. of Wisconsin-Madison. She teaches courses on Autism Spectrum Disorders, Introduction to Communication and Its Disorders and Research Methods. Her research focuses on language development in individuals with autism spectrum disorders and the role of domain-general processes in language development. She has presented her work at national and international conferences.

Abstract:
AAC systems use motor and symbol based learning on communication applications that are installed on tablets. This study examines how vocabulary, nonverbal cognition, visual spatial memory, and verbal working memory influence learning on AAC systems and if these individual profiles can predict AAC vocabulary learning across two different AAC systems.

Learner Outcomes:
- Participant will be able to identify two types of AAC systems.
- Participant will be able to describe the theory behind the two different systems.
- Participant will be able to discuss how individual differences influence learning across these different systems.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Promoting Native Language Literacy in Refugee Children

Poster #22

Intermediate Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Paige Lindauer is an undergraduate student, anticipating graduation in May 2018, in the Department of Communication Sciences and Disorders at Baldwin Wallace University. This research was done as a part of her senior thesis through the Baldwin Wallace Honors Program. Paige’s primary interests include parent-clinician collaboration, serving marginalized and disadvantaged populations, and creating equitable access for speech, language, and literacy development. She hopes to pursue a career working with children and families from culturally and linguistically diverse backgrounds in either an early intervention, school, or community clinic setting.

Faculty Bio(s):
Dr. Amy Tepper, CCC-SLP is an assistant professor in the Department of Communication Sciences and Disorders at Baldwin Wallace University. Her primary interest areas include: developing and enacting innovative instructional supports/methods towards mitigating potentially disabling barriers in education, creating maximally supportive classroom learning environments, facilitating equitable student access to educational resources and supports, and meeting the educational needs of underserved/vulnerable populations effectively.

Abstract:
The refugee experience, cross-linguistic transfer, and parent-child storybook reading will briefly be discussed to introduce the reasoning behind the education program that seeks to empower refugee parents to read with their children in Arabic. Findings of the study will be presented briefly and applications to the field of speech-language pathology will be discussed as it relates to preventative education and the resources that are available to best serve culturally and linguistically diverse groups. Issues will be discussed such as lack of native language and literacy supports and lack of equitable access for these families to support their children’s language and literacy development.

Learner Outcomes:
• The participants will be able to describe the necessity of L1 proficiency for the successful development of L2.
• The participants will be able to explain the merit of parent education as an effective means of primary prevention for culturally and linguistically diverse populations.
• The participants will be able to identify resources that are available to best serve communities or clients belonging to culturally and linguistically diverse populations.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
The Effect of Bradykinesia on Parkinsonian Speech Patterns Before and After a Non-Combative Boxing Routine

Poster #23
Intermediate Learning Level

Live Presentation Time: 2-2:45 PM

Learner Outcomes:
- The participants will be able to identify the effects of bradykinesia on Parkinsonian speech patterns.
- The participants will be able to describe how boxing intervention in those with Parkinson's disease influences articulatory speech kinematics.
- The participants will be able to compare the speech kinematics of subjects pre- and post-boxing.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Linguistic Differences in the Production of Narratives by Adolescents with and without Autism Spectrum Disorder
Poster #24

Live Presentation Time: 2:45-3:30 PM

Introductory Learning Level

Speaker Bio(s):
Bryn McElroy is a senior Speech Pathology and Audiology major at Miami University in Ohio. This is her second year working in Dr. Aaron Shield’s Sign Language and Autism Lab at Miami University. Theresa Adams is a sophomore Speech Pathology and Audiology, and Psychology double major. This is her first year working in Dr. Aaron Shield’s Sign Language and Autism Lab at Miami University. Megan Igel is a junior Speech Pathology and Audiology major. This is her first year working in Dr. Aaron Shield's Sign Language and Autism Lab at Miami University. Sarah Kingsbury is a junior Speech Pathology and Audiology, and Comparative Religion double major. This is her first year working in Dr. Aaron Shield's Sign Language and Autism Lab at Miami University.

Faculty Bio(s):
Aaron Shield is an Assistant Professor of Speech Pathology and Audiology at Miami University. He received his M.A. and Ph.D. in Linguistics from the University of Texas at Austin. Prior to joining the faculty at Miami, he completed postdoctoral fellowships at the University of Chicago and Boston University.

Abstract:
Adolescents with (N=20) and without (N=20) autism spectrum disorder, matched for age, intelligence, and language ability, produced narratives during the Trier Social Stress Test. These narratives were then analyzed for pronominal reference, mental state terms, and disfluencies, to determine if linguistic differences between the groups were present.

Learner Outcomes:
- Participants will be able to describe how adolescents with and without ASD differ in their production of pronouns, mental state terms, and disfluencies.
- Participants will be able to define pronominal reference, mental state terms, and disfluencies.
- Participants will be able to describe the Trier Social Stress Test and its use in research.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster
A Family's History and Encounter with Hearing Loss
Poster #25  Live Presentation Time: 2-2:45 PM
Introductory Learning Level

Speaker Bio(s):
Alyssa is a senior in the Speech and Hearing Program at Cleveland State University. She has received high honors in terms on her academic achievements. She is in the process of applying for graduate school where she will be majoring in Speech Language Pathology.

Faculty Bio(s):
Dr. Myrita Wilhite is the Director of the Speech and Hearing Program at Cleveland State University. She has a Doctorate of Audiology degree and is currently pursuing a research doctorate. Dr. Wilhite has been an audiologist for over 25 years.

Abstract:
This study will highlight 3 unusual cases of auditory dysfunction within one family unit as observed by a student researcher, family member, and Speech and Hearing major. Sudden unilateral sensorineural hearing loss, ototoxicity, and decline in hearing sensitivity following pregnancy will be discussed.

Learner Outcomes:
- Participants will be able to list three types of auditory dysfunction.
- Participants will be able to describe three symptoms related to ototoxicity.
- Participants will be able to explain an intervention strategy for unilateral hearing loss.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster
Cortical Thickness Biomarkers for Executive Functioning in Adolescents with Epilepsy

Poster #26
Intermediate Learning Level

Live Presentation Time: 2:45-3:30 PM

Cortical Thickness Biomarkers for Executive Functioning in Adolescents with Epilepsy

Speaker Bio(s):
Shelby Merder is a second year Master’s student studying Communication Sciences and Disorders at the University of Cincinnati. A familial relationship with epilepsy sparked interest in the subject matter and led to the unique opportunity to work with Dr. Jennifer J. Vannest, Ph.D., the Director of Pediatric Neuroimaging Research Consortium, at Cincinnati Children’s Hospital. Miss Merder received her Bachelor’s degree from Ball State University in Indiana.
Hisako Fujiwara
Tzipi Horowitz-Kraus, PhD
Shari Wade, PhD
Avani Modi, PhD

Shari L. Wade is a Professor of Pediatrics and Director of Research in the Division of Physical Medicine and Rehabilitation at Cincinnati Children’s Hospital Medical Center. As a pediatric rehabilitation psychologist, her research focuses on identifying and addressing factors that influence behavioral and psychosocial recovery following traumatic and other acquired brain injuries.

Tzipi Horowitz-Kraus is an Assistant Professor of Pediatrics and the Scientific director of the Reading and Literacy Discovery Center in Cincinnati Children’s Hospital. She is also the Director of the Educational Neuroimaging Center in the Technion, Israel. Tzipi’s research focuses on neural circuits related to executive function in children with reading difficulties and at the effect of intervention programs on these neural circuits.

Hisako Fujiwara is a PhD candidate in Neuroscience at University of Cincinnati. Her dissertation research is focusing on searching biomarkers brain structural and neurophysiological developmental difference between children with Benign Epilepsy with Centrotemporal Spikes and typical developing children using structural MRI and electroencephalography data analyses.

Avani C. Modi is an Associate Professor of Pediatrics, Director of Adherence and Self-Management, and Co-Director of the New Onset Seizure Clinic at Cincinnati Children’s Hospital Medical Center. Her research focuses on adherence to medical regimens, health-related quality of life, and executive functioning in children with epilepsy.

Faculty Bio(s):

Abstract:
Adolescents with epilepsy exhibit executive function (EF) deficits. However, there are few studies examining the neural basis of EF deficits in pediatric epilepsy. This study quantifies abnormalities in EF networks in 29 adolescents with epilepsy versus 20 typically-developing controls using cortical thickness analysis and associations with behavioral measures of EF.

Learner Outcomes:
- The participants will be able to understand the impact of epilepsy on executive functioning, defined as the skills necessary for goal-directed and complex activities (i.e. problem-solving, initiation, planning/organization, monitoring, self-regulation).
- The participants will be provided quantified data on any cortical thickness abnormalities in executive function networks in adolescents with epilepsy and associations of network alterations with behavioral measures in executive function.
- The participants will be able to apply the data to practice by supporting students/clients with epilepsy in the areas of executive functioning by providing appropriate accommodations and modifications in the treatment setting.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Student Poster Presentations  
Saturday, March 24, 2018

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Cross Cultural Interprofessional Experience Benefits

Poster #27  
Introductory Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Lauren Muscari is a native from Pickerington, Ohio. Lauren received her Bachelor of Science in Communication Sciences and Disorders from Ohio University in 2016, and is currently a second year graduate student working to obtain her Clinical Doctorate of Audiology at Ohio University. Kailey Clark is a native from Columbus, Ohio. She received her Bachelor of Science in Communication Sciences and Disorders (CSD) from Ohio University in 2016, and is currently a second year graduate student working toward her Clinical Doctorate of Audiology at Ohio University. Breanna Hart is a native from Ellwood City, Pennsylvania. She received her Bachelor of Science in CSD and a minor in Spanish from Clarion University in 2016, and is currently a second year graduate student working toward her Clinical Doctorate of Audiology at Ohio University. Gabriella Mayer is a native from Cleveland, Ohio, she obtained a Bachelor’s degree in CSD in 2016 from Ohio University, and is currently a second-year graduate student working toward her Clinical Doctorate of Audiology at Ohio University. Hana Fischesser is from Cincinnati, Ohio and received her Bachelors of Science in Speech Pathology and Audiology from Miami University in 2016. She went on to study at Ohio University to pursue a Masters of Art in Speech Language Pathology, she is currently in her second year. Lauren Hancher is a native of Cincinnati, Ohio. She received her Bachelor of Science in CSD from The College of Wooster in 2016, and is currently a second-year graduate student working to obtain her Masters in Speech-Language Pathology at Ohio University. Morgan Beul is a native from West Chester, Ohio. She received her Bachelor of Science in CSD from Ohio University in 2016, and is currently a second year graduate student working to obtain her Masters in Speech-Language Pathology. Sarah Scarberry is a native from Columbus, Ohio. Sarah is a second year Speech-Language Pathology Masters student at Ohio University, whom completed her undergraduate studies in CSD with a minor in Communication Studies at Ohio University in 2016. Nicole Ritter is a native from Hauppauge, New York. Nicole received her Bachelor of Science in Speech Language Pathology and Audiology from Ithaca College in 2016 and is currently a second year graduate student working to obtain her Clinical Doctorate of Audiology at Ohio University.

Faculty Bio(s):
Janice M. Wright, MA CCC-SLP is Assistant Clinical Faculty at Ohio University in the School of Rehabilitation and Communication Sciences. She is co-director of the Global Health Rehabilitation Services in Botswana Study Abroad Program. Rebecca Meier, Au.D., CCC-A, FAAA, is the director of clinical education for audiology and an assistant clinical professor for Ohio University. She has been practicing audiology since 2002. She received her Bachelor of Science (1999) and Master of Arts (2001) degrees from Ohio University and a Doctorate of Audiology (2006) degree from Salus University. Her areas of interest include hearing loss prevention, vestibular, diagnostics, cochlear implants and evoked potentials.

Abstract:
Interprofessional practice (IPP) along with international service learning (ISL) contributes to students' growth as professionals in the healthcare field by allowing them access to other cultures to adapt new clinical skills thus growing in their clinical competency. Those who participate in IPP and ISL will have the opportunity to exhibit their current knowledge to critically think and adapt in new ways. Providing participants with exposure to different populations allowing them to become more well-rounded clinicians and to connect with a wider variety of patients.

Learner Outcomes:
- The participants will recognize the similarities and differences of the healthcare system in Botswana and the United States to adapt new clinical skills to further their assessment and treatment development.
- The participants will learn how to appropriately communicate with other healthcare professionals in order to better their relationships to enhance patient outcomes.
- The participants will grow in their interprofessional knowledge to better provide services both abroad and in the United States.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Dual-task Effects on Diadochokinetic Task Performance in Speakers with Parkinson Disease

Poster #28

Live Presentation Time: 2:45-3:30 PM

Introductory Learning Level

Speaker Bio(s):
Michaela Natal is a senior at Bowling Green State University studying Communication Sciences and Disorders. She is set to graduate in May of 2018. She has volunteered as an undergraduate researcher under Dr. Jason Whitfield in the Motor Speech Lab since July of 2016. Her work on the current project was part of a Center for Undergraduate Research & Scholarship (CURS) grant for the summer of 2017. Zoe Kriegel is a doctoral student in Communication Sciences and Disorders at Bowling Green State University. Her master's thesis focuses on the effects of dual-tasking on the speech and language of individuals with Parkinson disease with special interests in speech fluency and language.

Faculty Bio(s):
Jason Whitfield, PhD., CCC-SLP is an Assistant Professor in the Department of Communication Sciences and Disorders at Bowling Green State University. He teaches courses in neurogenic communication disorders and speech science. His research group investigates the effect of normal aging and Parkinson disease on speech and non-speech motor performance.

Abstract:
Clinical assessment of motor speech disorders often involves the assessment of diadochokinetic rates (DDK). Assessing speakers with Parkinson disease (PD) under dual-task conditions may help uncover deficits. In the current study, dual-task performance negatively affected the regularity of DDK for speakers with PD.

Learner Outcomes:
- The participants will be able to identify common speech deficits associated with Parkinson disease.
- The participants will be able to describe the impact of dual-task performance on diadochokinetic regularity in individuals with Parkinson disease.
- The participants will be able to describe the potential clinical benefit of implementing assessment and treatment protocols under dual-task conditions.

Disclosures:
Michaela’s work on this project was funded in part by a grant from the Center for Undergraduate Research & Scholarship (CURS) of $2,500 for ten weeks of research on this project. Portions of the project were also funded by an internal grant from Bowling Green State University. She has no additional nonfinancial disclosures to make regarding this poster content.
Transgender Treatment: Structured Therapy Setting
Poster #29
Intermediate Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Taylor graduated with a bachelor of science degree in Speech-Language Pathology from The Univ. of Toledo in 2017. She is now continuing her master’s in Speech-Language Pathology at The Univ. of Toledo.
Carrie Guay graduated with her bachelor of science degree in Communication Sciences & Disorders from The University of Cincinnati. She is now pursuing her master’s degree in Speech-Language Pathology at the Univ. of Toledo.

Faculty Bio(s):
Dr. Caroline Menezes has her Ph.D. and is an associate professor at the University of Toledo. Her clinical and research focus is on Speech Kinematics and Eurogenic Disorders including Parkinson's Disease and transgender therapy.

Abstract:
This presentation proposes a structure to provide transgender therapy that includes changes in habitual pitch as well as resonance as a person transitions from male to female.

Learner Outcomes:
- Listener will be able to describe specific treatment strategies in transgender voice therapy.
- Listener will be able to correctly identify the stages of therapy.
- Listener will be able to correctly describe how these stages affect transgender voice therapy.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Adapted Pilates for Children with Cerebral Palsy: A Preliminary Study of the Impact on Attention

Poster #30

Introductory Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Kirsty Rae is an undergraduate student at the University of Cincinnati studying Communication Sciences and Disorders, expected graduation in May 2018. Kirsty is interested in children with cerebral palsy as well as mind-body therapy, inspiring the creation of this project. She is working under the direction of Dr. Aimee Dietz.

Skye Szoke is an undergraduate student at the University of Cincinnati studying Communication Sciences and Disorders, expected graduation in May 2018. Skye is interested in children with developmental and cognitive disabilities. She is working under the direction of Dr. Aimee Dietz.

Faculty Bio(s):
Aimee Dietz, PhD., CCC-SLP, is an associate professor at the University of Cincinnati. She teaches courses and conducts research regarding aphasia and augmentative and alternative communication (AAC).

Lesley Raisor-Becker, Ph.D., CCC-SLP is an assistant professor-educator at the University of Cincinnati. She specializes in the language and literacy development of preschoolers. Her research areas include literacy development and social skill interventions for children with ADHD.

Abstract:
Cerebral Palsy (CP) is a group of heterogeneous developmental movement disorders. Children with CP are at greater risk for a variety of cognitive impairments, including issues with attention/executive functions. This poster will report the preliminary results of an adapted Pilates program on the attention of children with CP.

Learner Outcomes:
- Participant will be able to describe the higher level cognitive impairments and executive function issues often present in children with CP.
- Participant will be able to describe the effects of an adapted Pilates program on off/on-task behavior in children with CP.
- Participant will be able to explain the purpose of the Stroop Test and what type of information it yields about attention.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Language Development in a Bimodal Bilingual Child with Autism

Poster #31

Live Presentation Time: 2-2:45 PM

Introductory Learning Level

Speaker Bio(s):
Kristina Randall is a senior Speech Pathology and Audiology major at Miami University in Ohio. This will be her second time presenting this project at a professional conference.
Leah Kovach is a senior at Miami University studying speech-language pathology with a minor in child studies.
Bree Tschosik is a junior Speech-language Pathology and Audiology student with a minor in Disabilities Studies at Miami University.

Faculty Bio(s):
Aaron Shield is Assistant Professor of Speech Pathology and Audiology at Miami University. He received his M.A. and Ph.D. in Linguistics from the University of Texas at Austin. Prior to joining the faculty at Miami, he completed postdoctoral fellowships at the University of Chicago and Boston University.

Abstract:
We present the first study of a hearing child of Deaf parents (bimodal bilingual) with autism spectrum disorder (ASD), whom we observed between ages 4;11 and 10;2. We describe his sign and speech development, noting several unique phenomena, including code blends, L1 transfer, signed and spoken echolalia, and cross-modal echoes.

Learner Outcomes:
- Participants will be able to define and describe bimodal bilingualism.
- Participants will be able to define code-blending.
- Participants will be able to describe the effects of autism on bimodal bilingualism.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
Student Poster Presentations  
Saturday, March 24, 2018

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Why Should Photovoice Methods be Adapted for People with Aphasia: A Scoping Review

Poster #32  
Introductory Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Shelby Spitz is a current undergraduate student at the University of Cincinnati (expected graduation: May 2018). Shelby is interested in communication disorders with the adult and geriatric populations, as well as neurogenic conditions. She is currently working under the direction of Dr. Aimee Dietz.

Katrina Bakas, B.A., is a graduate student at the University of Cincinnati (expected graduation: August 2018). Katrina has been conducting research related to neurogenic communication disorders for four years and has worked with this population clinically for eight months. She is currently working under the direction of Dr. Aimee Dietz.

Dana Harley, PhD, is currently an assistant professor in the School of Social Work at the University of Cincinnati. Dr. Harley’s research examines hope and well being among children, adolescents and their families. Dr. Harley has numerous publications and conference presentations. Dr. Harley has been the recipient of multiple awards.

Michael McCarthy, PhD, is an Associate Professor in the UC School of Social Work. His research focuses on the relationship between stroke survivors and family caregivers, and on developing interventions to help both partners manage stroke recovery.

Tamilyn Bakas, PhD, RN, FAHA, FAAN, is Professor and Jane E. Procter Endowed Chair at the University of Cincinnati, College of Nursing. Her program of research is focused on the needs and concerns of stroke survivors and their family caregivers, and she mentors students and faculty in conducting research.

Faculty Bio(s):
Aimee Dietz, Ph.D., CCC-SLP, is an associate professor at the University Cincinnati. She teaches courses and conducts research regarding aphasia and augmentative and alternative communication (AAC). (27/50 words)

Abstract:
Photovoice is a data collection method that utilizes pictures to gather qualitative data. This scoping review examined how Photovoice has been employed with stroke survivors; specifically, those with aphasia. This poster will summarize findings from this review and discuss future adaptations of Photovoice for successful use with people with aphasia.

Learner Outcomes:
- The participants will be able to briefly describe the standard Photovoice protocol.
- The participants will be able to identify three populations with whom Photovoice has successfully been used.
- The participants will be able to state two strengths and weaknesses in using this qualitative data collection method with people with aphasia.

Disclosures:
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Student Poster Presentations
Saturday, March 24, 2018
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Swallowing Outcome Measures in Head and Neck Cancer Patients Undergoing Chemoradiation
Poster #33
Intermediate Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Jacqueline Tardif, B.A., is a second year graduate student in the speech language patholology program at The Ohio State University. Jacqueline graduated from The Ohio State University in 2016 with her bachelors degree in Speech and Hearing Science. She has experience as a graduate clinician treating children in the Ohio State Speech Language Hearing Clinic, adults in acute care at Riverside Methodist Hospital, and more. She is currently working toward a medical topic specialization with hopes to work in dysphagia diagnostics and management.
Veena is currently a full time speech pathologist at The James Comprehensive Cancer Center/ Ohio State Wexner Medical Center. Her caseload primarily consists of dysphagia evaluation and treatment in the head and neck cancer population. Aside from her clinical work, she is a part of the Cancer Induced Dysphagia Lab headed by Dr. Ricardo Carrau and Dr. Loni Arrese.

Faculty Bio(s):
Loni C. Arrese, Ph.D., CCC-SLP is an Assistant Professor in the Department of Otolaryngology - Head & Neck Surgery at The Ohio State University Wexner Medical Center. Her area of expertise includes assessment and treatment of swallowing and swallowing disorders (dysphagia). Dr. Arrese graduated from Columbia University in 2002 with a Master’s degree in Speech Pathology. After working as a clinician treating individuals with dysphagia for several years she pursued and received a doctorate degree from The Ohio State University. Dr. Arrese maintains a clinical practice and conducts evidence-based research on swallowing and respiratory function in treated head and neck cancer patients. Dr. Arrese currently evaluates and treats patients with dysphagia at The James Comprehensive Cancer Center.

Abstract:
Patients with head and neck cancer receiving chemoradiation often experience a decline in maximum mandibular opening and lingual strength, which is correlated with swallow safety. This study will: 1) examine the severity of these changes; and 2) determine the amount of recovery toward baseline one-month post-cancer treatment.

Learner Outcomes:
- Participants will be able to describe methods for obtaining lingual strength and maximum mandibular opening.
- Participants will be able to explain the anticipated trends of lingual strength and maximum mandibular opening during chemoradation in head and neck cancer patients.
- Participants will be able to list potential variables that could impact lingual strength and maximum mandibular opening.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
Student Poster Presentations
Saturday, March 24, 2018

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Relationship Between Oral Intake and Videofluoroscopic Measures of Swallowing in Head and Neck Cancer Patients
Poster #34
Intermediate Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Jacqueline Tardif, B.A., is a second year graduate student in the speech language pathology program at The Ohio State University. Jacqueline graduated from The Ohio State University in 2016 with her bachelors degree in Speech and Hearing Science. She has experience as a graduate clinician treating children in the Ohio State Speech-Language-Hearing Clinic, adults in acute care at Riverside Methodist Hospital, and more. She is currently working toward a medical topic specialization with hopes to work in dysphagia diagnostics and management.

Faculty Bio(s):
Loni C. Arrese, Ph.D., CCC-SLP is an Assistant Professor in the Department of Otolaryngology - Head & Neck Surgery at The Ohio State University Wexner Medical Center. Her area of expertise includes assessment and treatment of swallowing and swallowing disorders (dysphagia). Dr. Arrese graduated from Columbia University in 2002 with a Master’s degree in Speech Pathology. After working as a clinician treating individuals with dysphagia for several years she pursued and received a doctorate degree from The Ohio State University. Dr. Arrese maintains a clinical practice and conducts evidence-based research on swallowing and respiratory function in treated head and neck cancer patients. Dr. Arrese currently evaluates and treats patients with dysphagia at The James Comprehensive Cancer Center.

Abstract:
Improved oral intake often serves as a clinical endpoint in dysphagia management. This study aimed to examine the relationship between oral intake reported on the functional oral intake scale (FOIS), and objective videofluoroscopic measures of swallowing in head and neck cancer patients. Discrepancies were revealed that might influence clinical practice.

Learner Outcomes:
- Participants will be able to describe the relationship between the functional oral intake scale and videofluoroscopic measures of swallowing impairment (MBSImPTM©) in individuals with HNC.
- Participants will be able to explain the association between FOIS and airway safety (PAS) in individuals with HNC.
- Participants will be able to explain the ideal use of the FOIS when reporting outcome measures in individuals with HNC.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
Perceived Vocal Effort of Traditional Performers and Music Theatre Performers Across a Performance Season

Poster #35

Introductory Learning Level

Live Presentation Time: 2-2:45 PM

Abstract:
The study examined singer’ perceived vocal effort and its correlation to objective vocal function across a performance season. Participants in Opera and Musical Theatre were evaluated using the Evaluation of the Ability to Sing Easily, CSL and PAS prior to, during, and post-performance season. Results and implications will be discussed.

Learner Outcomes:
- The participants will demonstrate knowledge of changes in vocal function as the intensity of use changes over time.
- The participants will describe the different between perceptive and objective voice measures and their relationship in voice treatment.
- The participants will identify risk for vocal abuse given a professional voice population and a variety of demographic variables.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presentered within this poster.
Exploring Symptomatology in Girls with High-functioning Autism Spectrum Disorder

Poster #36

Intermediate Learning Level

Live Presentation Time: 2:45-3:30 PM

Abstract:
Little is known regarding the profile of autism symptomatology in girls with high-functioning autism spectrum disorder. This study will utilize a matched-group design to explore symptomatology on the Autism Diagnostic Observation Schedule and the Social Communication Questionnaire. Clinical implications will be discussed.

Learner Outcomes:
- Participants will describe the study methods.
- Participants will discuss the subjects’ performance on the measures administered.
- Participants will discuss the study conclusions.

Disclosures:
This research was funded by the Jack H. Rubinstein Foundation for Individuals with Developmental Disabilities in the Division of Developmental and Behavioral Pediatrics at Cincinnati Children’s Hospital Medical Center. The presenter has no additional nonfinancial disclosure to make regarding the contents presented within this poster.
Effectiveness of Parent Training in an Early Intervention Program

Poster #37

Live Presentation Time: 2-2:45 PM

Introductory Learning Level

Speaker Bio(s):
Anna Valliant is a second year speech-language pathology graduate student at Baldwin Wallace University. She has a Bachelor of Arts degree in Communication Science and Disorders from the University of Pittsburgh. Anna was nominated for 2016-2017 OSLHA Graduate Scholarship Nominee.
Hanna Mascari is a second year speech-language pathology graduate student at Baldwin Wallace University. She has a Bachelor of Arts degree in Communication Sciences and Disorders from the College of Wooster. Hanna was awarded the 2016-2017 OSLHA Outstanding Graduate Student Award. Hanna completed an independent study at the College of Wooster.

Faculty Bio(s):
Colleen F. Visconti, Ph.D., CCC-SLP is the Dean of the School of Health Sciences, and Professor and Program Director in the Department of Communication Sciences and Disorders at Baldwin Wallace University. Her research interests are in the Scholarship of Teaching and Learning and clinical training programs for caregivers of individuals with communication disorders.

Abstract:
The purpose of the study was to determine if including parent/caregiver training in an early intervention program for children ages 0-4 year led to changes in both the parent's/caregiver's and/ or child’s quality of life. The poster will describe the study and discuss clinical implications based on the findings.

Learner Outcomes:
- The participants will be able to explain the importance of an early intervention program that involves both child and parent/caregiver.
- The participants will learn that providing parents/caregivers with demonstration and educational resources in an early intervention program can improve the child's speech and language abilities.
- The participants will be able to identify that an early intervention program can have a positive impact on quality of life in both the child’s and parents/caregivers quality of life.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Gains in Speed and Accuracy in a Novel Speech Task

Poster #38

Introductory Learning Level

Live Presentation Time: 2:45-3:30 PM

Speaker Bio(s):
Megan Vine is an undergraduate in her junior year at Bowling Green State University, majoring in Communication Sciences and Disorders. She was involved in the coding and analyzing processes of this study. After graduating in December of 2018, she plans on attending a graduate program to obtain her Master’s in Communication Sciences and Disorders.

Anna Gravelin, M.S., CF-SLP is a first year doctoral student in the Department of Communication Sciences and Disorders at Bowling Green State University. She began her clinical fellowship this summer and her current work investigates the effect of normal aging and Parkinson Disease on speech and non-speech motor performance.

Madison Livingston, B.S. is a first year Master’s student in the Department of Communication Sciences and Disorders at Bowling Green State University. She was involved in the data collection of this project.

Faculty Bio(s):
Jason Whitfield, PhD., CCC-SLP is an Assistant Professor in the Department of Communication Sciences and Disorders at Bowling Green State University. He teaches courses in neurogenic communication disorders and speech science. His research group investigates the effect of normal aging and Parkinson Disease on speech and non-speech motor performance.

Abstract:
Retention of new learning is an important factor in treatment of motor speech disorders. In this study, we examined learning and immediate retention of a novel non-word sequence in 15 young adults. Preliminary results suggest young adults experience gains in non-word performance over a 45 minute retention interval.

Learner Outcomes:
- The participants will be able to explain how changes in performance reflect learning.
- The participants will be able to describe retention and its clinical importance.
- The participants will be able to describe the different phases of motor learning in relation to a model of clinical change.

Disclosures:
Portions of this project were funded by the Center for Undergraduate Research and Scholarship and Bowling Green State University. The presenter has no additional nonfinancial disclosure to make regarding the contents presented within this poster.
Effect of Clear Speech on Speech Rate of Speakers with and without Parkinson Disease

Poster #39  Live Presentation Time: 2-2:45 PM

Introductory Learning Level

**Speaker Bio(s):**
Colleen Walsh is an undergraduate in her senior year studying Communication Sciences and Disorders at Bowling Green State University. She is currently applying for graduate school to obtain her Master’s in Speech-Language Pathology, following graduation in May 2018.

Anna Gravelin, M.S., CF-SLP is a first year doctoral student in the Department of Communication Sciences and Disorders at Bowling Green State University. She began her clinical fellowship this summer and her current work investigates the effect of normal aging and Parkinson Disease on speech and non-speech motor performance.

Kendra Koester, B.S. is a first year Master’s student in the Department of Communication Sciences and Disorders at Bowling Green State University. She is a graduate research assistant and is involved with a project related to vowel acoustics.

**Faculty Bio(s):**
Jason Whitfield, PhD., CCC-SLP is an Assistant Professor in the Department of Communication Sciences and Disorders at Bowling Green State University. He teaches courses in neurogenic communication disorders and speech science. His research group investigates the effect of normal aging and Parkinson Disease on speech and non-speech motor performance.

**Abstract:**
Clear speech cues improve intelligibility for speakers with Parkinson Disease. The current study examined speech rate in habitual and clear speaking conditions for speakers with and without PD. Preliminary results suggest speakers with PD decrease speech rate with clear speech cues, but perhaps not to the same extent as healthy speakers.

**Learner Outcomes:**
- The participants will be able to describe the clinical importance of clear speech cues for treatment of motor speech disorders.
- The participants will be able to explain how a decreased speech rate can affect overall intelligibility.
- The participants will be able to describe individual variability in clear speech cue effectiveness.

**Disclosures:**
Portions of this project were funded by the Center for Undergraduate Research and Scholarship at Bowling Green State University. The presenter has no additional nonfinancial disclosure to make regarding the contents presented within this poster.
Exploring Social Communication Characteristics in Girls with High-functioning Autism Spectrum Disorder

Poster #40

Live Presentation Time: 2:45-3:30 PM

Intermediate Learning Level

Speaker Bio(s):
Michaela Welbaum is an undergraduate student in speech-language pathology at the University of Cincinnati. She has an anticipated graduation date of May 2018.

Jenny M. Burton, MEd., CCC-SLP, is a doctoral candidate in Communication Sciences and Disorders at the University of Cincinnati. Her research interests are related to characterization of social communication deficits in children with autism spectrum disorder.

Paige Heyl is an undergraduate student in speech-language pathology at the University of Cincinnati. She has an anticipated graduation date of May 2018.

Jenna Riehle is an undergraduate student in speech-language pathology at the University of Cincinnati. She has an anticipated graduation date of May 2018.

Morgan Storaci is an undergraduate student in speech-language pathology at the University of Cincinnati. She has an anticipated graduation date of May 2018.

Faculty Bio(s):
Nancy A. Creaghead, PhD, is Professor of Communication Sciences and Disorders at the University of Cincinnati. Her research is in child language and literacy. She has lectured at numerous meetings including the 1978-2017 ASHA conventions. She was President of ASHA in 2002 and is a recipient of Honors

Abstract:
Little is known regarding social communication characteristics in girls with high-functioning autism spectrum disorder. This study will utilize a matched-group design to explore characteristics of social-pragmatic communication skills on the Test of Pragmatic Language and the Children’s Communication Checklist. Clinical implications will be discussed.

Learner Outcomes:
- Participants will describe the study methods.
- Participants will discuss the subjects’ performance on the measures administered.
- Participants will discuss the study conclusions.

Disclosures:
This research was funded by the Jack H. Rubinstein Foundation for Individuals with Developmental Disabilities in the Division of Developmental and Behavioral Pediatrics at Cincinnati Children’s Hospital Medical Center. The presenter has no additional nonfinancial disclosure to make regarding the contents presented within this poster.
Phonetics Go
Poster #41
Introductory Learning Level

Live Presentation Time: 2-2:45 PM

Speaker Bio(s):
Jamie Braden is a junior majoring in Communication Sciences and Disorders and minoring in Psychology at Baldwin Wallace University. Kaitlyn Geyer is a junior majoring in Communication Sciences and Disorders and minoring in Psychology at Baldwin Wallace University. Haley Brown is a senior majoring in Computer Science with a Mathematics minor at Baldwin Wallace University. Kate Cendrowski is a sophomore majoring in Computer Science and minoring in Philosophy at Baldwin Wallace University.

Faculty Bio(s):
Christie Needham, Associate Professor is the director of Clinical Education and Department Chair at Baldwin Wallace University. She has been in the field for over 18 years and has over 10 years of clinical and academic teaching experience. Her research interests include service provision to individuals from culturally and linguistically diverse background, clinical education, technology enhanced pedagogy, and global issues in CSD, especially as it pertains to service provision in sub-Saharan Africa. Dr. Andrew Watkins is an assistant professor of computer science at Baldwin Wallace University. His current collaborations include developing augmented reality systems for teaching speech-language pathology concepts. His computing interests range from artificial intelligence, informatics, and biologically-inspired computing to using computing technology to meet community needs and provide cross-disciplinary solutions.

Abstract:
While augmented reality (AR) is most commonly associated with games and entertainment (think Pokemon Go), its potential as a means of building educational tools is also undeniable. The work we describe here is used to develop an AR system for teaching phonetics to students early in the educational system.

Learner Outcomes:
- Participants will be able to define augmented reality.
- Participants will be able to describe the use of augmented reality to teach phonetics.
- Participants will be able to describe the collaboration between computer science and speech-language pathology.

Disclosures:
The presenters of this poster have no financial or nonfinancial interest pertaining to the contents presented within this poster.
Outcomes of Student Participation in Interprofessional Clinical Simulations

Poster #43

Intermediate Learning Level

Live Presentation Time: 2:00-3:30 pm

Speaker Bio(s):
Jennifer Brello, M.Ed., CCC/SLP is a clinical assistant professor in the Department of Speech & Science at Ohio State University. She teaches courses on Introduction to Communication Disorders, Introduction to Clinical Methods in Speech-Language Pathology, and Traumatic Brain Injury. Jennifer also serves as the OSU Aphasia Initiative Program Director. She has 20 years of experience working in clinical and research settings.

Christin Ray, PhD, CCC-SLP is a clinical assistant professor at Ohio State University. She practices and supervises students in the evaluation and treatment of communication disorders in adults. Her clinical and research interest are in the areas of voice, swallowing, cognitive disorders, aural rehabilitation, singing health, and clinical supervision. She has previously worked as the program director at Delaware Speech and Hearing Center, as a speech pathologist at The Ohio State University Medical Center Voice and Swallowing, and Head and Neck Oncology Clinics as well as Riverside Methodist Hospital and in the Mount Carmel Health System. She currently serves on the Legislative Council for the Ohio Speech Language Hearing Association.

Abstract:
Interprofessional clinical simulation for students in healthcare professions creates an opportunity for trainees to experience a collaborative approach to patient care in the safety of the simulated learning environment. The benefits of interprofessional clinical simulation include improved attitudes toward teamwork, improved understanding of professional roles, and have been found to facilitate overall communication for coordinated, comprehensive patient care

Learner Outcomes:
- Participants will describe a process for interprofessional clinical simulation.
- Participants will describe the potential benefits of interprofessional clinical simulation.
- Participants will list outcomes of interprofessional clinical simulation.

Disclosures:
The presenter(s) of this poster have no financial or non-financial disclosures to make regarding the poster content they will be presenting on.
Like, Comment, or Share: Social Media Use Among SLPs

Poster #44

Introductory Learning Level

Live Presentation Time: 2:00-3:30 pm

Speaker Bio(s):
Dr. Emily Diehm, Ph.D., CCC-SLP is an assistant professor at the University of Toledo. Dr. Diehm teaches courses in language development, oral and written language disorders, and AAC. Her clinical and research interests include intervention research and distribution, as well as the connection between oral and written language skills.

Katie Swanberg is a sophomore at the University of Toledo studying speech-language pathology.

Abstract:
Social media serves many purposes. This presentation reviews results of a survey of SLPs’ use of social media for professional purposes, including for accessing and integrating evidence-based practices in their clinical decision-making.

Learner Outcomes:
- Participants will list the three most popular social media sites that SLPs reported to use for professional purposes.
- Participants will explain how social media could be used to promote evidence-based practice.
- Participants will list two obstacles to the professional use of social media.

Disclosures:
The presenter(s) of this poster have no financial or non-financial disclosures to make regarding the poster content they will be presenting on.
The Well Online Animated Kindergarten Screening
Poster #45
Intermediate Learning Level

Live Presentation Time: 2:00-3:30 pm

Speaker Bio(s):
Barbara Ekelman, Ph.D. is in private practice with interests in preschool and kindergarten screenings that assess language and early literacy skills. She began screening young children in 1994. Dr. Ekelman recently developed an online, animated screening to identify children at risk for language-learning, attention, math, and social communication problems. She is an adjunct associate professor in Communication Sciences at Case Western Reserve University where she established and co-teaches the school-aged language and literacy graduate course.

Michelle Foye M.A. is the Director of Speech Language & Learning Services at Cleveland Hearing & Speech Center, the nation’s oldest hearing and speech center and Northeast Ohio’s only nonprofit organization dedicated solely to serving those with special communication needs. Ms. Foye is interested in early identification and treatment of language-based learning disorders. She is an expert in dyslexia and trained in multisensory reading techniques.

Barbara Choudhury M.A. is the Coordinator of Reading and Writing Services at Cleveland Hearing & Speech Center. Ms. Choudhury provides speech/language services to toddlers, preschoolers, and school-age children. She developed the Summer Reading Enrichment Camp and the Beginning Reading Program to improve early literacy and reading skills in children with language-based learning disabilities.

Lisa Sandoval, M.A. is the Co-Owner of Dynamic Therapy Solutions LLC in Chatsworth and Palmdale, California. She is interested in providing screenings, assessments, and individualized treatment to preschoolers, school-aged children, and young adults. Lisa holds her Assistive Technology certificate through CSUN and is certified in the Wilson Reading System.

Abstract:
The Well is a fun 20-minute, online, animated screening that provides insight into skill areas important for school success: receptive and expressive language, social communication, attention, early literacy, reading, and math. The Well gives in-depth personalized results that pinpoint a child’s strengths and weaknesses. It helps guide instruction for targeting areas that need strengthening and can be used to follow children’s clinical and academic progress throughout the school year.

Learner Outcomes:
- Participants will identify key components that should be included on an early childhood screening.
- Participants will recognize early predictors of reading difficulties.
- Participants will predict academic risks based on Well Learning Profiles.

Disclosures:
The Well Screening is the property of Bolster Learning Systems. Barbara Ekelman is the Owner of Bolster Learning Systems. The Well Screening is the property of Bolster Learning Systems and will be discussed as a resource during this poster presentation. Barbara Ekelman has no additional financial or non-financial disclosure to make regarding this poster presentation content.
Analyzing the Modern Portrayal of Stuttering in Children’s Fiction Books  
Poster #46
Intermediate Learning Level

Live Presentation Time: 2:00-3:30 pm

Speaker Bio(s):
Charles Hughes, Ph.D., CCC-SLP, BCS-F is an Assistant Professor in the Department of Communication Sciences and Disorders at Bowling Green State University. He is a Board Certified Specialist in Fluency and his research focuses on the areas of stuttering. He has published and presented on the topic of stuttering and is the director of the Stuttering Research Lab at BGSU.

Charity Yarzebinski, B.S. is a second-year graduate student in the Master’s-Doctoral Bridge program at Bowling Green State University. Her research interests include public perceptions of stuttering and strategies that can be used to improve those perceptions.

Rebecca Rae is a second year graduate student studying Speech Language Pathology at Bowling Green State University. She is interested primarily in research in the areas of fluency, voice, and cognition.

Serena Holdosh, B.S. is a first-year graduate student in the Master of Science program in Communication Sciences and Disorders at Bowling Green State University. She is a graduate research assistant for the communication sciences and disorders department’s fluency and stuttering laboratory. Her research interests include studying public perceptions of stuttering and acoustic measures of speech production during motor speech tasks in individuals with Parkinson disease.

Abstract:
Thirteen modern children’s fiction books containing a character who stutters were analyzed to understand how stuttering was portrayed. Results will be presented in terms of what others would learn from stuttering after reading the books. Implications for the use of fiction books to improve perceptions of stuttering will be presented.

Learner Outcomes:
- Participants will be able to describe the most common portrayal of stuttering in children’s fiction books in terms of cause of stuttering.
- Participants will be able to describe the most common portrayal of stuttering in modern children’s fiction books in terms of the depiction of speech therapy.
- Participants will be able to describe the most common portrayal of stuttering in modern children’s fiction books in terms of general characteristics of the character.

Disclosures:
Charles Hughes is a salaried faculty member at BGSU where part of his workload as a faculty member is devoted to research which may or may not be related to this poster content. He has no additional financial or non-financial disclosures to make regarding this poster content. Charity Yarzebinski, Rebecca Rae and Serena Holdosh have no financial or non-financial disclosures to make regarding the poster content they will be presenting on.
Professional Poster Presentations  
Saturday, March 24, 2018

Does See the Sound/Visual Phonics Enhance Literacy Instruction? A Systematic Review  
Poster #47  
Live Presentation Time: 2:00-3:30 pm  
Advanced Learning Level

Speaker Bio(s):
Jeffrey Knox earned a Ph.D. degree from the University of Iowa. His professional career includes providing speech-language services in public schools, clinical supervision at the University of Iowa, and teaching graduate courses/research advising at St. Ambrose University. Dr. Knox has made numerous presentations at local, state, regional, national and international conferences and conventions, and has numerous published papers and articles. He has served on the editorial board for ASHA journals and was recently appointed to the Editorial Board for the Journal of Phonetics & Audiology. Dr. Knox was actively involved in the Iowa Speech-Language-Hearing Association as a founder and executive committee member for the ISHA Technology Resources Committee. He is an ISHA Fellow and recipient of the ASHA State Volunteer award.

David Krupke earned an M.A. from Western Illinois University. His professional career includes public school speech-language services, clinical supervision at Augustana College, the University of Iowa, and his current position as an Assistant Clinical Professor at St. Ambrose University. Krupke has made numerous presentations at local, state, regional, national and international conferences and conventions, and has articles published in regional and national publications. Mr. Krupke was actively involved in the Iowa Speech-Language-Hearing Association as a founder and chair of the ISHA Technology Resources Committee. He has received ISHA Honors of the Association and the ASHA State Volunteer Award. Mr. Krupke is a Resource Specialist/Trainer for See the Sound/Visual Phonics and is Research Advisor for the International Communication Learning Institute.

Abstract:
Studies of See the Sound/Visual Phonics (STS/VP) were analyzed to determine if addition of STS/VP to literacy instruction promotes accurate storage and efficient retrieval of sound/letter information. In 49 reviewed studies, demographics, treatment length and results were analyzed. Student populations included DHH, regular education, special education, and communication disorders. Positive effects were reported by many studies. STS/VP may be an important adjunct to literacy instruction for some students. More practice based evidence (PBE) is needed.

Learner Outcomes:
- Participants will be able to identify the dimensions of a systematic review.
- Participants will be able to list the process to discover/locate, filter and analyze available studies.
- Participants will be able to differentiate between Evidence Based Practice (EBP) and Practice Based Evidence (PBE).

Disclosures:
The presenter(s) of this poster have no financial disclosures to make regarding the poster content they will be presenting on. David Krupke is a Resource Specialist/Trainer for See the Sound/Visual Phonics. Jeffrey Knox has no additional non-financial disclosures pertaining to the content to be presented in this poster.
Unlocking Language Through Music
Poster #49

Abstract:
This presentation was developed based on SLP and Music Therapy co-treatments and discovering how much more progress a student can make when providing both types of services focused around the same goals. This presentation will explain to other SLPs and therapists the benefits

Learner Outcomes:
- Participants will be able to name ways to incorporate music into a speech/language session
- Participants will be able to list specific language and cognition disorders that can benefit from NMT techniques
- Participants will be able to list NMT techniques that can be incorporated by a SLP without formal NMT training

Disclosures:
The presenter(s) of this poster have no financial or non-financial disclosures to make regarding the poster content they will be presenting on.
Communication and Swallowing in the Tracheostomized Patient – Barriers to Care in the Acute Care Setting

Poster #50

Live Presentation Time: 2:00-3:30 pm

Intermediate Learning Level

Speaker Bio(s):

Music Therapy from Lesley University in Cambridge Massachusetts. She has been a member of The Academy of Neurologic Music Therapy since

Desireé Weirich, MA, CCC-SLP, BCS-S is a 2009 graduate of the University of Cincinnati with her Master of Arts in Speech Language Pathology. She obtained her Board Certification in Swallowing and Swallowing Disorders in 2014. She serves as senior speech pathologist at the University of Cincinnati Medical Center where she has worked for the last seven years. Clinical includes dysphagia, instrumental evaluations including Modified Barium Swallow studies (MBSimP certified) and Fiberoptic Endoscopic Evaluation of Swallowing, speech, language, cognition, and voice in the acute care and outpatient setting. Her clinical expertise includes the medically complex, airway reconstruction and head and neck cancer patients including pulmonary and voice rehabilitation in the total laryngectomy. Previous presentations include oral presentations at OSLHA 2016, as well as poster presentations at OSLHA 2017, ASHA 2012 and ASHA 2016.

Abstract:

Managing the tracheostomized patient requires teamwork in the acute care setting; however, for the speech language pathologist timing of the interventions for communication and swallowing may be delayed due to outdated knowledge of the physician regarding speaking valve use and the impact of the size/type of tracheostomy tube a patient has. Charts over a one-year period were reviewed to gather outcomes of communication and swallowing assessments in tracheostomized patients admitted to a level one trauma center. Balancing patient needs with physician concerns are addressed as well as a proposed model for care for the acute care tracheostomized patient.

Learner Outcomes:

- Participants will identify percentage of patients with cuffed trachs that tolerate speaking valve placement.
- Participants will identify barriers to the Speech Pathologist’s role within the acute care setting when treating the tracheostomized patient.
- Participants will identify percentage of patients tolerating diets and utilizing speaking valves in various size tracheostomy tubes.

Disclosures:

The presenter(s) of this poster have no financial or non-financial disclosures to make regarding the poster content they will be presenting on.