



DCSHA

DISTRICT OF COLUMBIA
SPEECH-LANGUAGE-HEARING ASSOCIATION

A WHOLE NEW WORLD: INNOVATE, INTEGRATE, MOTIVATE

2014 Annual Conference

March 21 and 22, 2014

American Speech, Language and Hearing Association Headquarters
2200 Research Boulevard, Rockville, MD 20850-3289



The DC Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for **1.1** ASHA CEUs (**Various** levels, **Professional** area).
Please sign attendance sheet to verify attendance for all sessions completed.

A WHOLE NEW WORLD: INNOVATE, INTEGRATE, MOTIVATE

Message from the Conference Chairs

Welcome to the District of Columbia Speech Language and Hearing Association. We are excited to offer this program to you because of the great variety of topics and speakers we are able to offer. As you will see in the program, we offer different tracks that you will be pleased to attend. The emphasis of this year's meeting is to celebrate the transitions that our disciplines are going through. It truly is a whole new world in our clinical and academic settings. While it may not be so obvious to our new professionals, those of us who have been in the field for thirty years have experienced the diversity of challenges and opportunities that address the changes in our society. We are diagnosing clients that come before us with new clinical and academic circumstances. We are treating persons who arrive with different customs and expectations. Research is offering us different paradigms to help us approach our clients. Clinicians are developing more effective methods and tools. Settings are demanding that we take upon new roles. This year's conference, therefore, will offer you the opportunity to take the experience and knowledge from our peers so that we can take back and make innovations in our clinical methods, be able to integrate the multidisciplinary topics of these two days, and motivate ourselves and our clients to continue doing a great job.

We want to give thanks to all the presenters for sharing with us their expertise. We also want to thank all the members of our organization who have also contributed in making this conference successful. Enjoy!!!

Silvia Martinez, Ed. D., Howard University
Conference Chair

Valencia Perry, MS, Doctoral Student, Howard University
Conference Co-Chair



Special Session Concussion in 2014: What is Happening to Our Athletes?



We are pleased to have a special presentation in this year's convention that will address one of the most controversial health issues in sports. Many speech and language pathologists have been very concerned about what happens to athletes while they are on the field, especially in extreme physical sports. Nevertheless, the lack of education about this serious issue has caused a reduced lack of concern in other sectors. For example, few know that concussions are not necessarily related to one particular event but are an accumulation of lesser impacts. Also, something as simple as the improper use of mouth guards and ill-fitting helmets, may also facilitate these types of injuries. Those overseeing team activities (including training) are not necessarily trained to identify or treat concussions. Thankfully, recent news items have called attention to sports related concussions as they relate to immediate consequences and after effects. New high school laws about removing young people with concussions and returning them to games is stronger than professional sports rules. Furthermore, there is a push to establish laws that would involve doctors when making decisions about athletes in games.

As professionals we must become cognizant of the effects of these injuries on the communication skills of patients. There are a myriad of signs that will be needed to make appropriate differential diagnosis in order to develop and carry out intervention procedures.

DCSHA has invited Dr. Sameer Dixit to offer his expertise in this area. In his presentation, Dr. Dixit will offer the participants an overview of what is meant by concussion, will describe signs and symptoms, and will also describe the pathophysiology of concussion. Finally, he will elaborate on management protocols for concussion which would be appropriate for the professions. With the information offered in this session, participants are sure to be at the vanguard on this most important issue.



Dr. Dixit obtained his undergraduate degree in Bioengineering from the University of Pennsylvania. After graduating from University of Maryland School of Medicine, Dr. Dixit completed an internal medicine residency program at the McGraw Medical Center of Northwestern Memorial Hospital in Chicago. Subsequently, Dr. Dixit completed a two year fellowship in primary care sports medicine from UCLA. His primary area of research is comprehensive medical care of athletes.



Friday, March 21, 2014



7:30-8:00 Registration/Continental Breakfast

8:00-9:00 "Health Reform: ACA Status" and "Update on Certification Issues"

Laurie Albans Havens, ASHA

This brief session will provide an update to members on the implementation of the Affordable Care Act and its relevance for speech-language pathologists and audiologists. Areas to be discussed will include health insurance exchanges, Medicaid expansion, and service delivery models, along with the privacy and security rules finalized under the HIPAA Omnibus rule in September 2013. This session will also offer an update of the American Speech Language and Hearing Association Certification process as well as updates on activities carried out by organizations at the state level. Objectives: a. Identify service delivery models available under the ACA, b. Identify the privacy and security rules relevant to their practice, c. Identify population included in Medicaid expansion, d. Describe at least one change in certification requirements.

9:00-9:30 Update on DC Licensure

Gabriele Nicolet, SpeechKids, LLC, and Chair of the District of Columbia Board of Audiology and Speech-Language Pathology

This session will offer an update on Certification Issues in Washington, DC. A review of requirements and obligations will be offered as well as resources for professionals to access for further information. Furthermore, the presenter will share how many therapists have come into compliance with the law and new initiatives going forward. She will also highlight some ongoing issues that have come up with licensure and take questions from audience members. Objectives: a. Describe how to obtain a license or renewal, b. Describe continuing education requirements, c. Gain contact information for Board of Health staff, d. Describe how the changes in legislation affect their licensure status.

9:30-9:45 Break

9:45-11:15 ADULT AND CHILD TRACK

"Perspectives of Cochlear Implantations: The Process and Beyond"

Sharlene Otle, MS, Howard University, Hendi Crosby Kowal, Family to Family Network, Grace Kowal, Alice Deal Middle School

Cochlear implantation is a widely used intervention for both children and adults with profound hearing loss. This panel discussion will take you beyond the textbooks and research articles and provide you with unique insight on the cochlear implantation process from the perspective of a recipient, a parent, and a child with cochlear implant. This panel will consist of an informal discussion with allotted time for questions and answers. Objectives: a. Describe the cochlear implantation process from a recipient's perspective, b. Discuss cochlear implantation process from a parent's perspective, c. Discuss the day-to-day experiences from cochlear implant users, and parents of users.

CHILD TRACK

"Effectively Working with Students Severely Impacted by ASD"

Tinita Ortega, MS Howard University, Ka'nessia Shepard, PhD, Sheppard Pratt Health System

Instructing students severely impacted by autism spectrum disorders (ASD) can be a challenging endeavor. It can be particularly difficult to determine what specific skills should be addressed in order to promote functional communication and language skills for individuals in this population. Presenters will discuss critical communication skills for students severely affected by ASD, including nonverbal individuals, which will facilitate increased functional communication ability and independence. Websites, iPad applications, and activities will be presented that can aid instruction for the target's communication skills areas. Objectives: a. Identify ten functional communication skills appropriate for students severely affected by ASD, b. Explain why each functional skill is important to target for students severely affected by ASD, c. Identify specific websites, iPad applications, and activities to facilitate communication skills in children severely affected by ASD.

PROFESSIONAL AFFAIRS

"Collaboration Between Clinic and Academia: An Ideal Way for Graduate Students to Learn"

Donna Tippet, MPH, MA, Kimberly T. Webster, MA, MS, Johns Hopkins University, Wanda Coleston, PhD, University of the District of Columbia

Modification of graduate school coursework is a topic of both longstanding and recent concern, with needed changes suggested in order to better prepare trainees for independent professional practice in medical settings. This poses a challenge because of the breadth of the field of speech-language pathology and certification requirements that clinicians have at least some competence in all areas of practice. Motivated by these needs, collaboration with an area university was investigated and an innovative neuroanatomy course for speech-language pathology graduate students was developed which incorporates patient examples, current research, and clinical management to amplify course material. Objectives: a. List three ways that clinicians working in the field can bring real life examples to the classroom setting, b. identify two advantages of collaboration between universities and hospitals (or other professional settings) for both the university and the hospital, c. List the benefits that students will gain from teachers with active clinical practices as adjunct faculty, d. Suggest additional courses, topics appropriate for similar collaborative learning models.

11:15-11:45 Break

11:45-1:15 ADULT TRACK

"Future Prospective in Neurogenic Language Disorders: Health Disparities, Changing Demographics, and the Affordable Care Act"

Joan Payne, Ph D., Howard University

The National Institutes of Health have been arduously working on reducing health disparities in culturally and linguistically diverse populations. This presentation will focus on the major issues pertaining to health disparities and will relate them to the professions of communication sciences and disorders. A review of laws will be offered as well as particular types of victimizations suffered by multicultural adults with neurogenic disorders. Objectives: a. Identify and their impact on communication disorders in culturally diverse adults, b. Describe demographic changes in this country over the next 30-50 years and implications for speech language pathology services, c. Identify the laws that have been enacted to decrease health disparities

among adults in this country, d. Identify how person who have been victims of health disparities may differ in terms of type and severity of communication disorder when compared to adults who have not experienced health disparities.

CHILD TRACK

"Literacy Instruction: How to Hit the Ground Running"

Jameiko Coleman, PhD., ASHA

How many times have you been uncertain about how to develop a therapy plan for a student with literacy (reading and/or writing) difficulties? In this age of Response to Intervention, Common Core State Standards, and increased focus on educator accountability, implementation of effective literacy intervention is paramount. This presentation will cover evidence-based practice considerations for improving literacy skills, and knowing how to shift the therapy direction and modify content to meet the dynamic needs of your students. In addition, you will engage in conversations with other attendees about instructional considerations for case examples provided by the presenter. Objectives: a. Describe the similarities and differences among the four components of language (i. e. listening, speaking, reading, writing), b. Identify appropriate goals and strategies for students with literacy difficulties, c. Design and evaluate a basic therapy plan for case examples of students with literacy difficulties

PROFESSIONAL AFFAIRS

"International Collaborations: A Panel Discussion"

Silvia Martinez, Ed. D., Howard University, Lily Schuermann, MS, ASHA, Martine Elie, PhD, Howard University

As predicted we are becoming a global society with opportunities to participate with other countries in a diversity of activities and experiences. Speech and Language professionals have been quite active in carrying out many projects that include direct service delivery, consulting with institutions and offering students training experiences abroad. This panel presentation will offer participants information about the variety of opportunities available to professionals and students to become more global by travelling and refining their skills for working with culturally and linguistically diverse populations, while contributing to the well-being of others beyond our borders. The presenters will offer descriptions of work being done in Guyana, the Dominican Republic, Haiti, El Salvador and Honduras. Objectives: a. Discuss the basic concepts related to international work, b. Describe three different types of collaborations with international setting that can be developed by speech and language pathologists, c. Discuss resources for getting involved in international work.

1:15-1:30 Break

1:30-2:15 **President's Lunch: Legislative Update Panel/Business Meeting**

Deidre Trent, Ph. D., DCSHA President, Providence Hospital

2:15-2:45 **Key Note Address**

"ASHA and Advocacy: Addressing the Public Policy Agenda"

Theresa Rodgers, MS, ASHA Vice President for Government Relations and Public Policy

This session will focus on skill development in advocacy related to the professions of speech-language pathology and audiology. Issues described in ASHA's Public Policy Agenda (PPA) will be highlighted as well as strategies for involvement in advocacy efforts to ensure favorable outcomes for audiologists, speech-language pathologists and consumers. Objectives: a. Describe the importance of education priorities as delineated in ASHA's Public Policy Agenda, b. Delineate the health care priorities in ASHA's Public Policy Agenda, c. Identify advocacy techniques that can be utilized by ASHA members to address the Public Policy Agenda.

2:45-3:15 **Poster Sessions**

P1. Spanish Word Shapes by Infants And Toddlers – An Update.

Barbara Lynna Bustamante, BS, Kierra Villines, BS, Silvia Martinez, Ed. D.

The process of performing word shape analysis helps to determine the frequency of syllabic patterns in children's speech. While most studies have addressed English language speakers, information with regard to Spanish word shapes and syllable structures in children is needed. Cross-sectional language samples of infants and toddlers from a corpus of mother-child dyads from Mexico in the CHILDES database were used for this study. Word shape and syllable analysis were used to determine developmental trends in Spanish speaking children. The analysis will provide developmental trend information that may be used for assessment and treatment purposes.

P2. Electrical Stimulation and its Effect on Lingual, Labial and Buccal Muscles Strength – Review of Research

Mohamed Safi, MS, Howard University

The purpose of this poster is threefold: a) to provide an overview of the general effects of Neuromuscular electrical stimulation (NMES) on skeletal muscles; b) to provide an overview of the general effects of NMES on orofacial musculature evaluating the potential appropriateness of NMES for use in strengthening lingual, labial and buccal muscles; (c) to identify future directions for research with consideration of its potential role in improving speech intelligibility and the oral preparatory phase of swallowing in patients with oral motor weakness.

P3. Peer Mentoring: Buiding A Network to Last a Lifetime

Felicia Farrington, BS, Martine Elie, PhD, Howard University

Studies have shown that peer to peer mentoring in a collegiate setting can be very successful tool for student retention and success. While traditionally, mentoring relationships are often considered to occur between novice and seasoned professional, peer to peer mentoring can be a successful tool for student retention and success. This session explores the following: 1) student's perception and expectations of mentors/mentoring as a contributing factor for graduate school, and 2) useful information for mentors.

P4. The Effects of Social Media on the Grammar of African American Students at Howard University

Darius L. Thomas, BS, Martine Elie, PhD, Howard University

Social networking has evolved tremendously over the last decade and is now considered a very popular form of expression in today's society. Social media sites such as: Facebook and Twitter have significantly impacted daily communication. From well-respected corporations to professor and students, everyone is jumping on the "social networking bandwagon". This relatively new obsession with social networking warrants the question of how it could affect other areas of your life, including grammar as many social networking sites require limited characters to relay a message. This study explores the effects of social media on the grammar of African-American students.

P5. Student Perspectives on an Interprofessional Education Study Abroad Experience

Martine Elie, PhD, Quintina Briscoe, BS, Brittani Hightower, BS, Alicia Thompson, BS, Kierra Villines, BS, Howard University

Interprofessional education is a growing trend in all allied health professions. Traditionally, while students in Speech Language Pathology programs learn about all the related providers, very few opportunities for structures interprofessional education and experiences occur. This session will detail the benefits of interprofessional education as a study abroad experience from students' perspectives.

3:15-5:00 Special Session

"Concussion 2014"

Sameer Dixit, MD, John Hopkins University

Athlete's injuries have recently come to the foreground as high schools and universities as well as professional sports organizations have become more aware of the impact of sport related injuries. Physical injuries most often are readily identified. Nevertheless, the effects of injuries on cognitive structures may not be as evident immediately. Some patients may eventually experience a myriad of signs that will necessitate intervention by speech and language pathologists and audiologist. This presentation will address concussions in athletes, and will offer professionals to appropriately carry out differential diagnosis and develop treatment protocols. Objectives: a. Define what is meant by concussion, b. List signs and symptoms of concussion, c. Describe the pathophysiology of concussion, d. Elaborate management protocols for concussion appropriate from the professions

5:00-6:00 ASHA Tours/Happy Hour Reception



Saturday, March 22, 2014

8:00-8:30 Registration/Continental Breakfast

8:30-10:00 ADULT TRACK

"Using State of the Art Group Sessions to Foster Communication and Interaction in an Adult Dementia Ward"

Tiffany Gurley-Nettles, MS, Amber Jones, BS, Nicole Dickerson, BS, Howard University

This session will describe a new approach used by university students in clinical practicum to address functional communication skills in adults. The presentation will describe the different types of techniques used during the session which can also be used with other populations. They include aroma therapy, music therapy, art therapy, yoga, chair aerobics, dancing, and others. Finally, a discussion of results of these techniques will be offered as they relate to adults with dementia. Objectives: a. Explain at least five techniques appropriate for adults with dementia, b. List at least five communication functional skills to address with adults with dementia, c. Summarize lessons learned from applying these techniques by university students

CHILD AND AUDIOLOGY TRACK

"Interpreting Audiological Reports in the Educational Setting"

Jay Lucker, Ed. D., Howard University

Speech-language pathologists working in schools may come across audiological information regarding student with whom they are working. Often these professionals find it difficult to interpret the information in such reports going with only the conclusions drawn by the audiologist. Nevertheless, sometimes this information is not helpful to develop appropriate IEP goals and providing the appropriate services to the student. This presentation will guide professionals in understanding information from the audiological data really means to the client. The presentation address interpretation of audiograms and other audiological information, and translating the information into communication needs of the student. Objectives: a. State whether audiogram represents a conductive, sensorineural or mixed hearing loss, b. Differentiate between normal hearing, hard-of-hearing and deafness based on the audiogram, c. Explain what speech sounds a student will have no difficulties or some difficulties hearing, or not be able to hear at all even with amplification, d. Relate the audiological test information to how it might affect the student in the educational setting, e. Relate the audiological test information to how it might affect the student's speech, language and communication abilities, f. State at least one specific and appropriate goal for the student in the areas of auditory discrimination/listening skills, speech production skill and language abilities.

10:00-11:30 ADULT TRACK

"Multicultural Aspects of Differential Diagnosis in Adult Populations"

Wilhelmina Wright-Harp, Ph. D., Howard University

One of the primary roles for Speech Language Pathologists is to accurately identify strengths and diagnose disabilities in patient populations in order to prepare treatment protocols that are effective. In large urban cities such as Washington, DC, professionals are most often than not presented with patient populations that are culturally and linguistically diverse. As per the National Institutes of Health and other health organizations, it is this population who is most at risk of health disparities. Therefore, it becomes incumbent upon professionals to hone their diagnostic skills in order to address the national health charge to reduce health disparities in this population. This presentation will address those assessment issues that may facilitate appropriate differential diagnosis as they relate to national health disparities goals. Objectives: a. Discuss health disparities issues as they relate to the professions, b. List the different types of linguistic and culturally biases in testing procedures and instrumentation, c. Describe methods to reduce testing biases with adult populations.

CHILD TRACK

"A Clinician's Tool Box for Language Intervention for all Children: Lessons from Children with ASD"

Linda Bland-Stewart, Ph. D., Howard University

This is a session on current promising and fun techniques to address receptive and expressive language disorders in school age children. Specific techniques, activities and tasks will be demonstrated and discussed to address deficits in auditory comprehension, semantics, morpho/syntax and pragmatic/social language skills. Participants will learn how to adapt various techniques depending on the child's age and disorder type. This will be an interactive session with information clinicians can immediately use with their clients. Objectives: a. Differentiate between language delay, disorder and language difference, b. Describe and demonstrate 2 to 3 techniques to address specific language deficits across content/form/use, c. Discuss how to modify a technique based on a client's age and disorder type.

AUDIOLOGY TRACK

"Spoken-Language Processing Model: Providing a Better Understanding of Learning-Related Difficulties"

Larry Medwetsky, PhD., Gallaudet University

Attendees will attain an understanding of the different mechanisms typically engaged in the processing of spoken language, and, in turn, understand how breakdowns in any of these stages can lead to different processing related deficits. This presentation also provides a framework for developing a test-battery approach for assessing the various processing skills in a systematic manner, with the goal of deriving a composite profile of a client's specific spoken-language processing abilities. In turn, this can lead to a comprehensive, yet, individualized approach to intervention. Objectives: a. Articulate the various processes engaged in effective auditory, spoken language processing, b. Discuss the specific impact of deficits in any of these processes and how they manifest in everyday life, c. Describe an approach to developing a comprehensive test battery, that, in turn, can be used to determine the specific processing deficits present.

11:30-11:45 Break

11:45-12:45 ADULT TRACK

"Assessing Mild TBI in African Americans Utilizing Figurative Language"

Alaina Davis, MS, Wilhelmina Wright-Harp, Ph. D., Joan Payne, Ph. D., Jay Lucker, Ed. D, Howard University

This study aimed to develop a tool for assessing figurative language comprehension in African American (AA) young adults with TBI utilizing figurative language. Normative data was established for health AA adults from ages 18-30. Participants were administered a protocol which included figurative expressions from culturally related music genres, traditional AA proverbs, and probers from standardized cognitive-communicative assessments. Data analysis results in descriptive data that is both quantitative and qualitative. Objectives: a. Describe the major elements of the study's design, b. Discuss the importance of age and culturally appropriate stimuli for assessment, c. Discuss the used of culturally related figurative language as a tool for assessment and treatment.

CHILD TRACK

"Improving Student Outcome in Written Expression: Approaches for Remediating Language Learning Disabilities through Strategy Instruction"

Valencia Perry, MS, Howard University

This presentation will provide educational speech-language pathologists with rationales for including written language measures in the assessment of language in school-aged populations. The presenter will review aspects of report-writing and discuss case studies along with evidence-based methods and suggestions for assessing language skills through the modality of written expression. Special consideration for African American and Hispanic students will be included. Also, recommendations for teachers and students, as well as goal-writing, pertinent to written expression, will be discussed. Objectives: a. Describe two reasons why speech-language pathologists should incorporate written language into their practice, when applicable, b. Explain the meaning of metalinguistic awareness in 2-3 sentences, c. List three assessment tools that allow for the assessment of written expression.

AUDIOLOGY TRACK

"Health Care Reform and Audiology -ASHA's Efforts to Meet Members' Needs"

Neil DiSarno, ASHA

Although momentum for health care reform has been developing over the past decade, concrete changes in health care delivery and payment are imminent. Factors pressuring these changes include the unsustainably increasing cost of medical care, the Patient Protection and Accountable Care Act of 2010 (ACA), and the increasing demands for quality, efficiency, and accountability by regulators, health care rating organizations, accrediting bodies, employers, commercial payers, and the public. Changes are occurring on achieving the Triple Aim, promoted by the Institute for Health Care Improvement (IHI). This presentation will provide information relative to what ASHA is doing to prepare the profession for the anticipated changes. Objectives: a. Explain why reframing/rebranding of the profession of Audiology is critical at this time, b. Explain why outcome measures are key to the provision of professional services, c. Describe how the efforts of ASHA align with the Triple Aim of the Institute for Health Care Improvement (IHI)

12:45-1:00 Closing Ceremony



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Friday, March 21, 2014			
DC SPEECH AND HEARING ASSOCIATION			
	ADULT TRACK	CHILD TRACK	PROFESSIONAL AFFAIRS
7:30 - 8:00	Registration / Continental Breakfast		
8:00 - 9:30	"Health Reform: ACA Status" and "Update on Certification Issues" Laurie Albans Havens, ASHA "Update on DC Licensure" Gabriele Nicolet, Chair, DC Board of Audiology and Speech-Language Pathology 1.5 hrs		
9:30 - 9:45	BREAK		
9:45-11:15	"Perspectives of Cochlear Implants: The Process and Beyond" Sharlene Ottley, MS, Howard University Hendi Crosby Kowal, Family to Family Network Grace Kowal, Alice Deal Middle School 1.5 hrs	"Effectively Working with Students Severely Impacted by ASD" Tinita Ortega, MS Howard University Ka'nessia Shepard, PhD, Sheppard Pratt Health System 1.5 hrs.	"Collaboration Between Clinic and Academia: An Ideal Way for Graduate Students to Learn" Donna Tippet, MPH, MA Johns Hopkins University Kimberly T. Webster, MA, MS, Johns Hopkins University Wanda Coleston, PhD, University of the District of Columbia 1.5 hrs
11:15-11:45	BREAK VISIT VENDORS/POSTER SESSIONS.5 hrs.		
11:45-1:15	"Future Prospectives in Neurogenic Language Disorders: Health Disparities, Changing Demographics, and the Affordable Care Act" Joane Payne, Ph D., Howard University 1.5 hrs	"Literacy Instruction: How to Hit the Ground Running" Jameiko Coleman, PhD., ASHA 1.5 hrs	"International Collaborations: A Panel Discussion" Silvia Martinez, Ed. D., Howard University Lily Schuermann, MS, ASHA Martine Elie, PhD, Howard University 1.5 hrs
1:15-1:30	Break		
1:30-2:15	President's Lunch: Legislative Update Panel/Business Meeting 45 mins		
2:15-2:45	Key Note Address: ASHA and Advocacy: Addressing Public Policy Agenda: Theresa Rodgers, MS, ASHA Vice President for Government Relations and Public Policy .5 hrs.		
2:45-3:15	Poster Sessions 0.5 hrs		
3:15-5:00	Special Session "Concussion 2014" Sameer Dixit, MD, John Hopkins University 1.75 hrs		
5:00- 6:00	ASHA TOURS/ HAPPY HOUR RECEPTION		

Saturday, March 22, 2013			
DC SPEECH AND HEARING ASSOCIATION			
	ADULT TRACK	CHILD TRACK	AUDIOLOGY
8:00-8:30	Registration/Continental Breakfast		
8:30 - 10:00	"Using State of the Art Group Sessions to Foster Communication and Interaction in an Adult Dementia Ward" Tiffany Gurley-Nettles, MS, Howard University Amber Jones, BS, Howard University Nicole Dickerson, BS, Howard University 1.5 hrs.	"Interpreting Audiological Reports in the Educational Setting" Jay Lucker, Ed. D., Howard University 1.5 hrs.	
10:00-11:30	"Multicultural Aspects of Differential Diagnosis in Adult Populations" Wilhelmina Wright-Harp, Ph. D., Howard University 1.5 hrs	"A Clinician's Tool Box for Language Intervention for all Children: Lessons from Children with ASD" Linda Bland-Stewart, Ph. D., Howard University 1.5 hrs.	"Spoken-Language Processing Model: Providing a Better Understanding of Learning-Related Difficulties" Larry Medwetsky, PhD., Gallaudet University 1.5 hrs.
11:30 - 11:45	BREAK		
11:45-12:45	"Assessing Mild TBI in African Americans Utilizing Figurative Language" Alaina Davis, MS, Howard University Wilhelmina Wright-Harp, Ph. D., Howard University Joane Payne, Ph. D., Howard University Jay Lucker, Ed. D, Howard University 1 hr.	"Improving Student Outcome in Written Expression: Approaches for Remediating Language Learning Disabilities through Strategy Instruction" Valencia Perry, MS, Howard University 1 hr.	"Health Care Reform and Audiology -ASHA's Efforts to Meet Members' Needs" Neil DiSarno, ASHA 1 hr.
12:45-1:00	CLOSING CEREMONY		



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This course is offered for **1.1 ASHA CEUs (Various levels, Professional area)**.
 Please sign attendance sheet to verify attendance for all sessions completed.

Presenters

Linda M. Bland-Stewart, Ph.D., CCC-SLP is an Associate Professor, researcher, and pediatric Speech Language Pathologist/Clinical Supervisor with over 20 years of experience in her field. Her research interests include normal language acquisition in children, language and learning disorders and culturally fair evaluation and treatment of children who are speakers of African-American English (AAE). She has published and presented extensively on the topic of Distinguishing Language Differences from Deficits in AAE child speakers. **There is no relevant financial relationship or non-financial relationship to disclose.**

Quintina Briscoe, BS, is a recent graduate in Speech-Language Pathology from Howard University. Quintina is currently completing her CF at Eagle Academy Public Charter School. **There is no relevant financial relationship or non-financial relationship to disclose.**

Barbara Lynna Bustatmante, B.S. graduated from Towson University with a Bachelor's of Science degree in Speech-Language Pathology. She is currently pursuing her Master's degree at Howard University, Department of Communication Sciences and Disorders, where she is also a Graduate Assistant. She is on the education track, and has a particular interest in research relating to bilingual issues. **There is no relevant financial relationship or non-financial relationship to disclose.**

Jaumeiko Coleman, Ph.D., is an associate director in the American Speech-Language-Hearing Association's (ASHA) National Center for Evidence-Based Practice. Her responsibilities include developing evidence-based systematic reviews and evidence maps, addressing inquiries from ASHA members and other stakeholders about evidence-based practice, and supporting ASHA projects geared toward the K-12 population. **There is financial relationship with the American Speech Language and Hearing Association received as salary for employment to disclose. There is no non-financial relationship to disclose.**

Alaina Davis, MS, is an ASHA certified speech language pathologist and a doctoral candidate at Howard University in Washington, DC. Her area of study is in neurological communication disorders with particular interest in traumatic brain injury. She received her master's degree from Southern University and A & M College. **There is no relevant financial relationship or non-financial relationship to disclose.**

Nicole Dickerson, B.S., is a first year master's student in the Department of Communication Sciences and Disorders at Howard University. **There is no relevant financial relationship or non-financial relationship to disclose.**

Neil J. DiSarno, Ph.D., CCC-AUD, has served as ASHA's Chief Staff Officer for Audiology since 2012. He is responsible for Audiology Professional Practices, Ethics, Accreditation and Certification. Prior to joining ASHA, Dr. DiSarno served as Department Head of the Department of Communication Sciences and Disorders at Missouri State University. His research and clinical expertise is in electrophysiology, adult rehabilitation, and professional issues. He has held several clinical positions in the United States including educational audiology in rural Alaska. He has held clinical/research positions in Canada and New Zealand. He has served on licensure and certification boards as well as a number of other committees addressing academic and clinical education. Dr. DiSarno earned a BS in communication disorders from SUNY Buffalo and the MS and PhD degrees in Audiology from Florida State University. He is a fellow of the American Speech-Language-Hearing Association and Professor Emeritus at Missouri State University. **There is financial relationship with the American Speech Language and Hearing Association received as salary for employment to disclose. There is no non-financial relationship to disclose.**

Sameer Dixit, MD, works at Johns Hopkins University School of Medicine. He obtained his undergraduate degree in Bioengineering from the University of Pennsylvania. After graduating from University of Maryland School of Medicine, Dr. Dixit completed an internal medicine residency program at the McGraw Medical Center of Northwestern Memorial Hospital in Chicago. Subsequently, Dr. Dixit completed a two-year fellowship in primary care sports medicine from UCLA. His primary area of research is comprehensive medical care of athletes. **There is no relevant financial relationship or non-financial relationship to disclose.**

Martine Elie, Ph.D., CCC/SLP is the Clinic Director at the Howard University Speech and Hearing Clinic in the Department of Communication Sciences and Disorders. She has over 15 years of experience in clinical service provision and academia. Her research interests include child language, bilingual and multicultural issues, intercultural communication, ethnic identification, evidence-based practices, and the assessment and treatment of culturally and linguistically diverse populations, particularly Haitian Creole speakers. **There is no relevant financial relationship or non-financial relationship to disclose.**

Felicia Farrington, BS, is a second-year Speech-Language Pathology graduate student at Howard University. Over the past few years, Felicia has provided speech therapy services at the Howard University Clinic, Options Public Charter School, and Springhill Lake Elementary. Felicia holds a Bachelor's degree in Communications from the University of Washington and has

over 5 years of corporate communications experiences at Macy's and T-Mobile. **There is no relevant financial relationship or non-financial relationship to disclose.**

Laurie Alban Havens is Director of Private Health Plans and Medicaid advocacy for ASHA. She holds an additional degree in health care administration and has worked as a health care compliance officer, reimbursement consultant, and skilled nursing facility administration, in addition to working as a speech language pathologist. **There is financial relationship with the American Speech Language and Hearing Association received as salary for employment to disclose. There is no non-financial relationship to disclose. There is non-financial relationship as a professional volunteer membership in advisory committee or review panels to disclose.**

Brittani Hightower, BS, is a second year Speech-Language Pathology graduate student at Howard University. Brittani is a recipient of the 2013 ASHA Minority Student Leadership Award. Brittani serves as the HU NSSLHA Chapter Treasurer for 2013-2014. **There is no relevant financial relationship or non-financial relationship to disclose.**

Amber Jones, B.S, is a first-year graduate student in the department of Communication Science & Disorders in the School of Communications at the Howard University. She completed her undergraduate degree in 2013 at Howard University where she received a BS degree in Communication Science and Disorders. She is the former vice president of the Howard University chapter of NSSLHA. Additionally, she served as the Communication Science and Disorders department representative for the 2011-2012 Square One Student Council Administration. Ms. Jones' area of interest includes communication, swallowing, and feeding in neonates. **There is no relevant financial relationship or non-financial relationship to disclose.**

Ms. Grace Kowal is a 6th grader at Alice Deal Middle School, in Washington, DC. She was identified with a profound bilateral sensorineural hearing loss when she was four months old. Grace's first cochlear implant (CI) was activated a week before she turned 1 year old; her second CI was activated seven years later. She is a graduate of the River School, which she attended from the time she was an infant throughout 3rd grade. Since the fourth grade, she has attended mainstream public school. Grace is an excellent athlete; she plays lacrosse, soccer, and flag football. She loves science, cooking, playing cards (hold on to your wallet if she asks if you're interested in a poker game or a bridge game). She is a voracious reader and a charming conversationalist. **There is no relevant financial relationship or non-financial relationship to disclose.**

Ms. Heidi Crosby Kowal lives with her family in Washington, DC. In addition to Grace, she has a nine year old daughter who is hearing. Ms. Crosby Kowal is a consultant with a professional background in public health research and program development. She writes and edits content for print, web, grant proposals, and curricula. Over the past decade, she has served on several committees as a parent representative, including DC Hears and the Clerc Center's Strategic Planning Committee. She is the founder of the Family to Family Network, a DC-based initiative that matches families of newly identified deaf and hard of hearing children with experienced families. She is currently writing a book about raising a deaf child with cochlear implants. **There is no relevant financial relationship or non-financial relationship to disclose.**

Jay Lucker, Ed.D., holds a doctorate of education from the Columbia University with a focus on auditory processing/auditory perception. His dissertation was on auditory processing in children with learning disabilities. His master's thesis was on behavior modification in clients who stutter and it was published in the Journal of Fluency Disorders as well as presented at one of the fluency disorder conferences. He also holds dual certification in audiology and speech-language pathology from the American Speech-Language-Hearing Association (ASHA), and Fellowship in the American Academy of Audiology (AAA). His research interests relate primarily to auditory processing disorders (APD) and language processing disorders. His second area of interest is research methods and design, and he assists students in the design and statistical analyses of their research. **There is no relevant financial relationship or non-financial relationship to disclose.**

Silvia Martinez, Ed.D. is an associate professor at Howard University in the Department of Communication Sciences and Disorders. She holds degrees from the University of Puerto Rico, Harvard University, and Boston University. For over 30 years, she has addressed inner city populations and immigrants in diverse settings in the areas of Spanish development, dialectology, technology for health education of low literate populations, health disparities, phonology, and non-discriminatory practices. She is the developer of www.myhealthstories.com containing health education materials for low literate populations in English and Spanish. She is the author of books and articles. **There is no relevant financial relationship or non-financial relationship to disclose.**

Larry Medwetsky, Ph. D., graduated with a Ph.D. from the Graduate Center, City University of New York, and is presently an associate professor at Gallaudet University in the Department of Hearing, Speech and Language Sciences. Dr. Medwetsky has published on many different topics with a special focus on spoken-language processing deficits. **There is no relevant financial relationship or non-financial relationship to disclose.**

Wanda Mitchener-Colston, Ph.D., holds the degree in Communication Sciences and Disorders from Howard University, the M.S. degree in speech-language pathology from the University of the District of Columbia, and the B.A. degree in speech pathology from Shaw University. She is a professor and program director in the UDC Speech-Language Pathology Program and a specialist in child language and learning disability. **There is no relevant financial relationship or non-financial relationship to disclose.**

Tiffany Nettles, M.S., CCC-SLP is a Clinical Supervisor at the Howard University Speech and Hearing Clinic. She received a Master's degree in Speech-Language Pathology from the University of the District of Columbia (UDC). She has over 15 years of experience in clinical service provision, working with individuals with communication disorders in various medical settings. As a clinical service provider, Ms. Nettles has had extensive experience in preventing, diagnosing, and remediating a range of communication disorders with a particular specialization in the evaluation and treatment of individuals with neurogenic communication disorders. She has been actively engaged in community and professional service. **There is no relevant financial relationship or non-financial relationship to disclose.**

Gabriele Nicolet, MA, CCC-SLP is the owner of SpeechKids, LLC, which is a private practice that serves preschool aged children with speech and language difficulties and with special needs. She has worked extensively in area preschools, providing school-based observations and evaluations as well as parent and teacher training workshops. Gabriele has near-native fluency in French and advanced proficiency in Spanish, and frequently consults on cases involving bilingual children. She received her Master's Degree in Speech-Language Pathology from the University of Maryland, College Park. Gabriele is the Chair of the District of Columbia Board of Audiology and Speech-Language Pathology and is licensed in DC, Maryland, and Virginia. **There is no relevant financial relationship to disclose. There is a or non-financial relationship to disclose as Chair of the DC Board of Audiology and Speech-Language Pathology.**

Tinita Ortega, M.S. is a 4th year Ph.D. student studying speech-language pathology with a specialization in Autism Spectrum Disorders at Howard University in the Department of Communication Sciences and Disorders. She received her Master's degree in speech-language pathology from Howard University in 2010 and also received her Bachelor's degree in speech-language pathology from Howard University in 2008. **There is no relevant financial relationship or non-financial relationship to disclose.**

Sharlene Wilson Ottley completed her MS in Speech-Language Pathology at Gallaudet University in 2008. She has worked in outpatient and home-based settings providing early intervention services to a variety of children from culturally and linguistically diverse backgrounds. Additionally, she has worked in school settings with primarily Spanish-English bilingual students and students with hearing loss. Sharlene is currently working on her doctoral degree in Communication Sciences and Disorders at Howard University in Washington, DC. **There is no relevant financial relationship or non-financial relationship to disclose.**

Joan Payne, Ph.D., is the interim chairperson and professor within the Department of Communication Sciences and Disorders at Howard University and has research interest in adult neurogenics within diverse populations. She has many major contributions to speech-language pathology in areas such as proinflammatory cytokine response and stroke in African Americans, TBI, functional assessment, Sickle Cell Disease, aphasia, dementia, ethnocultural dynamics in acquired aphasia. She is also a major contributor in providing tools for speech-language pathologists and audiologists to support caregivers. **There is no relevant financial relationship or non-financial relationship to disclose.**

Valencia Perry, MS, is a speech-language pathologist and doctoral candidate at Howard University in Washington, DC. She practices as a school-based clinician at various public charter schools throughout Washington, DC. Her research relates to literacy and language-learning disabilities in multicultural populations. **There is no relevant financial relationship or non-financial relationship to disclose.**

Theresa H. Rodgers, CCC-SLP, ASHA has more than 30 years of experience in school-based practice, which has included the positions of supervisor of special education and coordinator of speech-language services. Ms. Rodgers was named an ASHA Fellow in 2009, and her previous service to ASHA includes membership on the Continuing Education Board, the Council for Clinical Certification in Audiology and Speech-Language Pathology (chair in 2007 and 2008), Committee of Chairs of Standards and Ethics, Speech-Language Pathology Advisory Council, and Legislative Council. She has also served as a site visitor for the Council on Academic Accreditation in Audiology and Speech-Language Pathology and was a member of the Subject Matter Expert Panel during the development of the most recent Speech-Language Pathology Practice Analysis Survey. She is a frequent presenter at national and state conferences on the topics of ethics, legislative advocacy, credentialing and standards, and utilization of supper

personnel. **There is a financial relationship with the American Speech Language and Hearing Association received as member (travel) to disclose. There is non-financial relationship as a professional volunteer membership in advisory committee or review panels to disclose.**

Lily Schuermann, M.A., is the first Director of International Programs at the American Speech-Language-Hearing Association (ASHA). She is the ex officio to the Special Interest Group (SIG) 17, "Global Issues in Communication Sciences and Related Disorders", the ex officio to two Ad Hoc Committees for the collaboration between ASHA and the Pan American Health Organization, Regional Office for the Americas of the World Health Organization (PAHO/WHO), a consultant to the International affiliates program, and the main resource for advancing ASHA's International Programs. She has managed and built international/global public health programs for more than 25 years. She received her Master's degree in International Relations/Latin American Studies from Georgetown University, School of Foreign Service. Her first job was at PAHO/WHO. **There is a financial relationship with the American Speech Language and Hearing Association received as salary for employment to disclose. There is a non-financial relationship: Ex officio SIG 17, Consultant to ASHA International Issues Board, Ex officio to Ad Hoc Committees on the ASHA-PAHO/WHO Collaboration, former employee/consultant PAHO/WHO to disclose.**

Ka'Neesia Shepard, Ed.D. is a senior speech-language pathologist at the Forbush School at Prince George's County. She received her doctoral degree in Educational Leadership and Curriculum and Instruction from the University of Phoenix in 2012. She specializes in Autism, Nonverbal Communication, and iPad technology. She received her Master's degree in speech-language pathology from the University of North Carolina-Greensboro, in 2004 and also received her Bachelor's degree from the University of North Carolina-Greensboro in 2002. **There is no relevant financial relationship or non-financial relationship to disclose.**

Darius Thomas is a senior in the Howard University School of Communications (SOC) with a major in Communication Sciences and Disorders and a Spanish minor. Both a scholar and a student leader, Darius is a member of the Annenberg Honors Program, a Howard University Student Ambassador, and the former SOC Student Council Executive President (2012-2013) and Vice President (2011-2012). Currently, he serves as the council representative for the HU NSSLHA Chapter. **There is no relevant financial relationship or non-financial relationship to disclose.**

Donna Tippett, has a B.A. degree in speech-language pathology from Loyola University, a M.A. degree in speech-language pathology from the University of Maryland, and a M.P.H. from John's Hopkins University. She is an assistant professor in the Departments of Neurology, Otolaryngology-Head and Neck Surgery, and Physical Medicine and Rehabilitation at Hopkins. **There is no relevant financial relationship or non-financial relationship to disclose.**

Kierra Villines, B.S. is a 2nd year Graduate student from Chapel Hill, NC. She is currently enrolled in Howard University's Speech and Language Pathology Program. Her research interests include: APD in children, pediatric and adult dysphagia, and adult neurogenics. Upon graduation, Kierra hopes to work in a hospital, rehabilitation or private practice setting. Kierra serves as the HU NSSLHA Chapter Vice President for 2013-2014. **There is no relevant financial relationship or non-financial relationship to disclose.**

Mohammed Safi, MS, is a teaching associate and a doctoral candidate in the Department of Communication Sciences and Disorders, Howard University. His current research focus is investigating the effect of neuromuscular electrical stimulation on head and neck muscles. Mr. Safi received his master's in Speech-Language Pathology from Rockhurst University. His clinical specialty is treating adult neurogenic communication and swallowing disorders. **There is no relevant financial relationship or non-financial relationship to disclose.**

Kimberly T. Webster has a B.A. in French from Boston College, a Master of Arts in Speech-Language Pathology from Northwestern University and a Master of Science in Developmental Psychology from Johns Hopkins University. She is an assistant professor at Johns Hopkins in the Department of Otolaryngology, Head & Neck Surgery.

Wilhelmina Wright-Harp, Ph.D., is Associate Dean for Research and Academic Affairs at Howard University. Her areas of expertise include clinical management of individuals with neurogenic disorders, specifically dysphagia, acute traumatic brain injury and stroke. Recent research awards include an intramural grant awarded by Howard to investigate the validity of cognitive tests for assessment of African American individuals following mild closed head injury; and an intramural Mordecai Wyatt Johnson Research Award from Howard directed by Dr. Joan Payne to examine the influence of stress on stroke patients. **There is no relevant financial relationship or non-financial relationship to disclose.**





District of Columbia Speech-Language-Hearing Association

DCSHA CONVENTION REGISTRATION FORM - 2014

March 21 and 22, 2014

Early Bird Fees due COB March 15, 2014

Cc: dcsha 2014 registration

	Members	*Non-Members	Students	Benefits	√
Early Bird Friday Only and No Fee for Saturday registration - before 3/15/14 midnight	\$190.00	\$270.00	\$50.00	President's Lunch, handouts, and CEUs, gift Sat workshop free	
Friday Only and No Fee for Saturday - registration after 3/15/14	\$210.00	\$285.00	\$50.00	President's Lunch, handout, and CEUs, gift Sat workshop free	
Friday Only & No Fee for Saturday <u>Onsite - Registration</u>	\$220.00	\$295.00	\$50.00	Note: Lunch, handouts , gift not guaranteed Sat workshop free and CEUs	
Retired Professional – Friday / No Fee for Sat. (No full or part time work)	\$100.00	\$120.00	N/A	President's Lunch, handouts, and CEUs. gift Sat workshop free	
Attend President's Luncheon Only	\$45.00	\$55.00	N/A	Lunch and Meeting Only	
Saturday only before 3/15 14	\$70.00	\$110.00	\$35.00	Breakfast and Handout and CEUs	
Saturday only after 3/15/14	\$80.00	\$115.00	\$35.00	Breakfast and Handout	
Saturday only – Onsite registration	\$95.00	\$125.00	\$35.00	Note: Both Breakfast and handouts not guaranteed	

Note: There is no Friday only registration

Suggestion: Take out a DCSHA Membership and pay the Member Rate

Email President @dcsha.org for membership form

Total Amount Due= _____

2014 DCSHA CONVENTION REGISTRATION FORM

Your Name _____

Facility _____

Email Address: _____

Day Time Phone: _____

____ Retired: (must not be working as an SLP or Audiology – full or part time)

____ Will attend the President's Lunch only

(check) SLP _____ Audiology _____ Student _____

If Student – Name of University _____

Confirmation will be by email only

(check) CCC- SLP _____ CCC- A _____ DC License: Yes / No

I plan to attend: _____ Adult Track _____ Audiology Track _____ Child Track

Days I plan to attend: _____ Friday/Saturday Sessions (No Friday only fee)

_____ Friday Only _____ Saturday Only

Order for Me: _____ Vegetarian / Non- Meat Lunch

(Must be Pre-ordered - not available if on-site registration)

Cancellation Policy – (notification by March 15, 2014 for full refund and no refund after this date

Inclement Weather Policy – will follow the guidelines of the federal government/ emails will be sent.

For More Information: president@dcsa.org

Phone for questions 202 269 7666 and day of convention 301 452 0147

Two Payment Methods

Mail check/money order with this form to:

DCSHA – PO Box 8362 Hyattsville, MD 20787

PAY PAL

Follow this link to register using Paypal: <http://tiny.cc/DCSHA2014> . You will be directed to a payment page. Enter the amount to be paid and complete the transaction using a check or credit card. You do not have to sign up for paypal to complete this transaction. You will receive an email confirmation of your payment.

YOU MUST MAIL OR FAX YOUR REGISTRATION FORM

TO 202 683 4357 (ATTENTION: Dr.Trent)

Payment Day of Convention will be Check or Cash only (No Credit Card)

(Save Copy For Your Files)