

5:30 PM – 6:30 PM

Poster Sessions

Room: Mahler Hall

Mandatory Swallow Screen and Aspiration Pneumonia Outcomes

Speaker: Kathryn Harris MS, CCC-SLP

Abstract: Mandatory swallow screen for all admitted patients with exclusion of mother baby, NICU, and nursery. Early identification of at risk population and prevention of hospital acquired aspiration pneumonia. Swallow screen is located in nursing assessment and is a quick click box in the EPIC EMR. The swallow screen education includes E-learning module for all nursing units, tableau monthly dashboard to track compliance with swallow screen.

Objectives:

1. List three benefits of an inpatient swallow screen
2. Interpret the pneumonia dashboard in relationship to the swallow screen
3. Analyze the swallow screen to determine pass or fail

Speaker Bio: Piedmont Fayette hospital employee for 15 years. Speech Language Pathology supervisor for 10 out of the 15 years. Primary focus is acute care setting.

Disclosures:

Financial: Kathryn Harris has no relevant financial disclosures.

Non-financial: Kathryn Harris has no relevant non-financial disclosures.

Improvement of Speech Recognition in Noise with Auditory Training

Speaker: Nyesha Climpson; Stacie Ochoa; & Jessica Sullivan PhD

Abstract: School-aged children commonly face difficult listening environments that exceed recommended ASHA and ANSI classroom acoustic guidelines. The purpose of this study is to determine if auditory training in interrupted noise will improve speech understanding in adverse listening conditions. The participants (N=8), ages 6-17, were pediatric hearing aid users. The participants were randomly assigned to a control or auditory training interrupted (ATI) group for a total of 7 hours of intervention. The ATI consisted of speech recognition task in which children had to identify key elements in the sentence. The control task was a memory game with no linguistic stimuli. The children were evaluated pre, post, and late post training. Children who trained in interrupted noise improved of speech recognition score. In addition, there was a generalization of those improvements to untrained noise (e.g. classroom noise, & multitasker babble). This clinical implications of this study indicate that auditory training in interrupted noise may lead to functional improvement in speech recognition abilities for children with hearing loss.

Objectives:

1. Discuss the benefits of auditory training in interrupted noise
2. Explain the cognitive factors related to speech recognition in noise
3. Identify key elements of auditory training

Speaker Bio:

Nyesha Climpson is an undergraduate senior at the University of West Georgia.

Stacie Ochoa is an undergraduate senior at the University Of West Georgia.

Dr. Jessica Sullivan is an assistant professor in the program of communication sciences at the University of West Georgia. Her areas of interest include aural (re)habilitation, speech perception in noise. Currently, she is interested in the relationship between working memory and speech perception. She received her B.A in 1996 from Louisiana State University and Masters in Deaf Education from Lamar University in 2000. She received her PhD in

Communication Sciences at the University of Texas at Dallas in 2010. Dr. Sullivan has received numerous awards, honors, and grants including a F31 from the NIH /NIDCD.

Disclosures:

Financial: Nyesha Climpson has no relevant financial disclosures.

Financial: Stacie Ochoa has no relevant financial disclosures.

Financial: Dr. Jessica Sullivan has no relevant financial disclosures.

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Non-financial: Stacie Ochoa has no relevant non-financial disclosures.

Non-financial: Dr. Jessica Sullivan has no relevant non-financial disclosures.

The Functional Communication Training Approach in an Adult Angelman Syndrome Patient: Case Study

Speaker: Megan Landers BS; Dan Chamblee BS; Maryanne Weatherill PhD, CCC-SLP

Abstract: This case study presentation discusses how the functional communication training (FCT) approach was used to train socially acceptable and effective communicative methods while replacing less appropriate behaviors. It specifically, discusses progress made using the FCT approach with a clinical case involving a non-verbal adult patient with Angelman Syndrome using an AAC device. A synopsis of the existing literature and how the approach was used for this case in authentic communication settings is included in the presentation.

Objectives:

1. Discuss evidence regarding the functional communication training approach from the literature
2. Identify steps in application of functional communication training approach
3. Explain how to incorporate authentic communication opportunities to promote communicative effectiveness

Speaker Bio:

Megan Landers is a graduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. Her clinical interests include medical and adult speech-language pathology practice, fluency disorders, and autism spectrum disorders.

Dan Chamblee is a graduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. His clinical interests include medical and adult speech-language pathology practice, neurocognitive disorders, acquired brain injuries, augmentative and alternative communication, and fluency.

Maryanne Weatherill is an Assistant Professor at the University of West Georgia. She has been a speech-language pathologist in the medical setting for 26 years and provides clinical services at Emory Healthcare in Atlanta, GA. Her research interests include psychological factors in adult rehabilitation, patient motivation, and engagement in clinical, home, and community settings.

Disclosures:

Financial: The presenters have no proprietary interest in any product, instrument, device, service, or material discussed. Ms. Megan Landers is employed as a graduate assistant for the University of West Georgia. Mr. Dan Chamblee has no relevant financial disclosures. Dr. Maryanne Weatherill is employed by the University of West Georgia, and Emory Healthcare.

Non-financial: Ms. Megan Landers is the Student Affairs Committee Chair for the Georgia Speech-Language Hearing Association. Mr. Dan Chamblee has no relevant non-financial disclosures. Dr. Maryanne Weatherill is a past president of the Georgia Speech-Language Hearing Association and is currently a member of the GSHA Finance Committee.

Exploring the Graduate Curriculum and Speech-Language Pathology Supervisors' Perceptions of Graduate Students' Readiness for Dysphagia Practice

Speaker: Kaitlyn Bouchillon; Arielle Wesselmann; Maryanne Weatherill PhD, CCC-SLP

Abstract: This presentation discusses how the educational curriculum outlined by the American Speech-Language-Hearing Association (ASHA) meets the needs for preparing future clinicians for dysphagia management. It discusses the gap in the available research examining how speech-language pathologist (SLP) clinicians who function as clinical supervisors perceive the adequacy of the ASHA curriculum and effectiveness of academic preparation. Through a survey, SLPs practicing in the medical settings rate their perceptions of how well academic programs prepare student clinicians to practice in dysphagia internships; and to what degree the current ASHA recommendations adequately address clinical training necessary to prepare student clinicians.

Objectives:

1. Identify the current ASHA recommendations for clinical preparedness in dysphagia education
2. Identify areas of need for further education in dysphagia management
3. Identify perceived clinical readiness of student interns to participate in dysphagia management

Speaker Bio:

Kaitlyn Bouchillon is an undergraduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. Her clinical interests include pediatric dysphagia with the career goal to become board certified in pediatric dysphagia.

Arielle Wesselmann is an undergraduate student in the department of Communication Sciences and Professional Counseling at the University of West Georgia. Her primary interest includes practice in the medical settings.

Maryanne Weatherill is an Assistant Professor at the University of West Georgia. She has been a speech-language pathologist in the medical setting for 26 years and provides clinical services at Emory Healthcare in Atlanta, GA. Her research interests include adult rehabilitation, patient motivation, and engagement in clinical, home, and community settings.

Disclosures:

Financial: Kaitlin Bouchillon has no relevant financial disclosures.

Financial: Arielle Wesselman has no relevant financial disclosures.

Financial: Maryanne Weatherill is employed by the University of West Georgia, and Emory Healthcare.

Non-financial: Kaitlin Bouchillon has no relevant non-financial disclosures.

Non-financial: Arielle Wesselman has no relevant non-financial disclosures.

Non-financial: Dr. Maryanne Weatherill is a past president of the Georgia Speech-Language Hearing Association and is currently a member of the GSHA Finance Committee.

The Effects of Core Exercises on Cluttering

Speaker: Stephanie Stewart BS

Abstract: Core exercises were examined to determine their effects on cluttering. Individuals with Parkinson's disease and dementia benefit greatly from preforming exercise as therapy. This is due to the effects that exercise has on increasing blood flow the brain. For this study, a participant who cluttered performed a set of core exercises at the beginning of his therapy session. At the end of each session, the participant read a passage of five to six sentences. Each time the participant cluttered, data was recorded. Baseline data was recorded before implementing the exercises to compare the results post intervention. The results showed a difference in the amount of times a clutter occurred pre and post intervention, indicating that core exercises have an effect on decreasing cluttering.

Objectives:

1. Detail the symptoms of cluttering

2. Associate the effects of exercise on similar diseases and disorders to cluttering such as Parkinson's disease, dementia, and stuttering
3. Develop a treatment protocol to improve the fluency of individuals who clutter

Speaker Bio:

Stephanie Stewart, a 4th semester graduate student at Valdosta State University, will graduate in July of 2019. She resides in Cordele, Georgia and plans to pursue her career near this area. Stephanie's clinical interests include dysphagia and language therapy with adults. She will initially be seeking a job at an outpatient rehab setting.

Disclosures:

Financial: Stephanie Stewart has no relevant financial disclosures.

Non-financial: Stephanie Stewart has no relevant non-financial disclosures.

Prior Knowledge and Experiences of Beginning CSD Students

Speaker: Kevante Drew; Jairus-Joaquin Matthews PhD, CCC-SLP; Twyla Perryman PhD, CCC-SLP

Abstract: Students enter into the field communication sciences and disorders (CSD) for a variety of reasons. Studies show that the most important factors include previous exposure to the profession from a family member who had a communication disorder; exposure from a friend, mentor, or teacher; and the desire to work in a helping profession. Little is known about the prior knowledge that they have before they begin their studies in CSD. The purpose of this study is to understand the knowledge and experiences of beginning CSD majors in an undergraduate program. The research questions guiding this study are: 1.) What knowledge do beginning CSD undergraduate students have about the profession? 2.) What are the experiences of CSD students that have interested them in the profession? Results of this study demonstrate the need to provide further professional knowledge in the undergraduate curriculum while simultaneously building upon the prior knowledge of beginning CSD students.

Objectives:

1. Appraise the prior knowledge of beginning CSD students
2. Will categorize the types of experiences that lead prospective students to the CSD profession
3. Interpret how the research findings could inform undergraduate curriculum development and instruction
4. Will develop a plan for the recruitment of prospective CSD students

Speaker Bio:

Kevante Drew is a senior in the undergraduate Communication Sciences and Disorders program at the University of West Georgia. He has served as the University of West Georgia's NSSLHA President for the 2018-2019 academic year. After graduation, he plans to pursue a master's degree in speech-language pathology. He is interested in working with adult clients in a medical setting. He is also interested in fluency disorders and neurogenic disorders.

Jairus-Joaquin Matthews is an assistant professor in Communication Sciences and Disorders at the University of West Georgia. His research interests are in how students negotiate their racialized and gendered identities, and how this affects clinical service delivery. He teaches courses in assessment in communication disorders, counseling in communication disorders, voice disorders, and diversity in communication disorders.

Twyla Perryman, PhD, is an Assistant Professor of Communication Sciences and Disorders at the University of West Georgia. Her primary research interests include early diagnosis and intervention services for young children with developmental disabilities, including Autism Spectrum Disorders (ASD). She holds a Certificate of Clinical Competence and has received an ACE award for continuing education from ASHA. She has published and presented on Early Diagnosis and Intervention in ASD. Her clinical experience includes schools, early intervention, inpatient rehabilitation, and acute care services in medical settings.

Disclosures:

Financial: Kevante Drew has no relevant financial disclosures.

Financial: Jairus-Joaquin Matthews has no relevant financial disclosures.

Financial: Dr. Twyla Perryman is employed by the University of West Georgia.

Non-financial: Kevante Drew has no relevant non-financial disclosures.

Non-financial: Jairus-Joaquin Matthews has no relevant non-financial disclosures.

Non-financial: Twyla Perryman has no relevant non-financial disclosures.

Research Review on the Use of Complementary and Alternative Medicines for Adults with Acquired Communication Disorders

Speaker: Noelle Baldwin MS; Jacqueline Laures-Gore PhD, CCC-SLP

Abstract: While research on complementary and alternative medicines for adults has been conducted in various disciplines, the investigation on the use of alternative practices such as guided meditation, yoga, hypnosis, and acupuncture in the remediation of communication impairments in adults with acquired communication disorders is limited. This poster presentation aims to review the research that has been conducted to date and provide further insight into the effectiveness of alternative techniques and whether they might supplement the therapeutic intervention strategies employed by speech-language pathologists.

Objectives:

1. Identify different forms of alternative and complementary medicine
2. Relate the research that has been conducted on alternative and complementary medicine to the field of speech-language pathology
3. Discuss the research that has been conducted on alternative and complementary medicine and acquired communication disorders in adults

Speaker Bio:

Noelle Baldwin is a graduate student in the Department of Communication Sciences and Disorders at Georgia State University. Her research and clinical interests include the interface of complementary and alternative practices with speech-language pathology. Ms. Baldwin enjoys a solid yoga practice and uses meditation to manage the stresses of being full-time graduate student and mother to an active toddler.

Dr. Jacqueline Laures-Gore is an Associate Professor of Communication Sciences and Disorders at Georgia State University. Her research interests include aphasia, stress, integrative health, and depression. Dr. Laures-Gore directs the Aphasia and Motor Speech Disorders Research Lab at Georgia State University.

Disclosures:

Financial: Noelle Baldwin has no relevant financial disclosures.

Financial: Dr. Jacqueline Laures-Gore has no relevant financial disclosures.

Non-financial: Noelle Baldwin has no relevant non-financial disclosures.

Non-financial: Dr. Jacqueline Laures-Gore has no relevant non-financial disclosures.

Impact of Vocabulary Knowledge and Decoding Skills on Reading Comprehension in Individuals with Down Syndrome

Speaker: Alyssa Roundtree BS Ed; Matt Carter PhD, CCC-SLP; Lorena Cole MEd, CCC-SLP

Abstract: This study aimed to investigate the reading comprehension abilities of an individual with Down syndrome, and to investigate how these abilities were associated with decoding accuracy and vocabulary knowledge. During the study, the Test of Word Reading Efficiency – Second Edition (TOWRE-2), Peabody Picture Vocabulary Test – Fourth Edition (PPVT-IV), and the Gray Oral Reading Tests – Fifth Edition (GORT-5) were administered to an individual with Down syndrome age 11 years and 11 months. The results from the tests were compared, and it was found that vocabulary knowledge was associated with comprehension skills while decoding accuracy was indifferent.

Objectives:

1. Describe both decoding and vocabulary knowledge
2. Detail reading comprehension profiles in those with Down syndrome
3. Understand the relative contributions between decoding and vocabulary knowledge on reading comprehension in individuals with Down syndrome
4. Construct appropriate reading treatment plans for those with Down syndrome

Speaker Bio:

Alyssa Roundtree is a second semester graduate student at Valdosta State University, and graduates in May of 2020. In relation to clinical setting, she plans on working with children, and is interested in a hospital setting. She loves volunteering with individuals with special needs, so any aspect of clinical practice involving those individuals also interests her.

Matthew Carter is an associate professor at Valdosta State University.

Lorena Cole is an assistant professor at Valdosta State University and the director of the Valdosta State University Speech and Hearing Clinic.

Disclosures:

Financial: Alyssa Roundtree has no relevant financial disclosures.

Financial: Matthew Carter has no relevant financial disclosures.

Financial: Lorena Cole has no relevant financial disclosures.

Non-financial: Alyssa Roundtree has no relevant non-financial disclosures.

Non-financial: Matthew Carter has no relevant non-financial disclosures.

Non-financial: Lorena Cole has no relevant non-financial disclosures.

The Relationship Between Breastfeeding and Articulation Disorders

Speaker: Hannah Knight BS

Abstract: Any motoric impairment in motor planning, processing, and/or execution is classified as an articulation disorder. Sucking during breastfeeding promotes the correct development of speech organs and increases mobility, strength, and posture, along with the development of the correct articulation of a speech sound. The purpose of this study was to determine if there is a relationship between breastfeeding and an articulation disorder. Because past research has shown that breastfeeding encourages the development of all oral structures and the correct articulation of a speech sound, the author hypothesized that breastfeeding may result in a decrease in the occurrence of an articulation disorder

Objectives:

1. Explain the process of articulation of a speech sound
2. Explain the relationship between breastfeeding and speech production
3. Describe the potential association between breastfeeding and articulation disorders
4. Discuss the assessment and treatment of speech sound disorders

Speaker Bio: Hannah Knight is a Communication Sciences and Disorders graduate student at Valdosta State University. She graduated with her Bachelor of Science in May 2018. She will be graduating with her master's degree in December 2019. Hannah enjoys spending time with her family and her cat Pip. She has always been interested in discovering the relationship between breastfeeding and speech disorders. She hopes to work with stroke patients, along with patients with right hemisphere damage and traumatic brain injury.

Disclosures:

Financial: Hannah Knight has no relevant financial disclosures.

Non-financial: Hannah Knight has no relevant non-financial disclosures.

The Prevalence of Self-Reported Voicing Concerns Among South Georgia Preachers

Speaker: Shakela Primrose BS; Crystal Randolph PhD, CCC-SLP

Abstract: Various occupations, such as teaching and preaching, rely on an individual's voice to function clearly and audibly. Individuals have been studied using acoustic and perceptual assessments to discover the incidence of voice disorders and the contributing occupational risk factors. The current study investigated the prevalence of self-reported vocal complaints of preachers. Results indicate the need for SLPs to provide education to this population about risk factors for voice disorders and proper vocal care as preventative measures.

Objectives:

1. List three risk factors of voice problems associated with the clergy profession
2. Describe why pastors from different denominations differ in levels of risk for self-reported vocal complaints
3. Explain why preventative education for clergymen in South Georgia could be beneficial

Speaker Bio:

Shakela Primrose is a current graduate student studying Communication Disorders at Valdosta State University, where she also received bachelor's degrees in Communication Sciences and Disorders and Early Childhood and Special Education. She looks forward to using her education and training to equip others with the tools needed to be successful.

Crystal C. Randolph is the recipient of a PhD from Louisiana State University but currently serves as an assistant professor at Valdosta State University in the Department of Communication Sciences and Disorders. Dr. Randolph has 12 years of experience as an SLP, mostly in preschool settings. Her interests include language and literacy interventions and pedagogical effectiveness in higher education settings.

Disclosures:

Financial: Shakela Primrose has no relevant financial disclosures.

Financial: Crystal C. Randolph has no relevant financial disclosures.

Non-financial: Shakela Primrose has no relevant non-financial disclosures.

Non-financial: Crystal C. Randolph has no relevant non-financial disclosures.

Concussion, Learning, Academics, and Student Success: A Survey Study of High School Return to Learn Experiences

Speaker: Rebecca Posey BS; Katy O'Brien PhD, CCC-SLP

Abstract: Concussion in young student-athletes has generated awareness around safe return to play. However, students may face academic challenges as they return to the classroom post-concussion. In this survey study, students were asked about their Return to Learn experiences including use of academic adjustments, interactions with various professionals, and persistence of academic consequences. Results indicate that many students do have difficulty when they return to school and in some cases, that those problems persist for many months. Students report receiving academic accommodations, but of a limited variety. Implications for SLPs are discussed.

Objectives:

1. Describe how concussion symptoms manifest in academic settings
2. Discuss accommodations commonly used post-concussion in secondary settings
3. Explain current Return to Learn practices
4. Describe barriers to SLP involvement on the Return to Learn team

Speaker Bio:

Rebecca Posey, BSEd, is a Master's student in Communication Sciences and Disorders at the University of Georgia. Rebecca serves as a graduate research assistant in the area of cognitive communication rehabilitation. Her research interests include cognitive communication disorders and acquired brain injury.

Katy H. O'Brien, PhD, CCC-SLP, is an Assistant Professor at the University of Georgia. She has clinical experience in adult acute care and inpatient rehabilitation. Her research addresses cognitive rehabilitation, including how individuals with brain injury think about and plan for the future.

Disclosures:

Financial: Rebecca Posey has no relevant financial disclosures.

Financial: Katy H. O'Brien has no relevant financial disclosures.

Non-financial: Rebecca Posey has no relevant non-financial disclosures.

Non-financial: Katy H. O'Brien has no relevant non-financial disclosures.

Lexical Diversity and Infant-Directed Speech (IDS) in Vocal Interactions between Mothers and their Young Children with Autism Spectrum Disorder (ASD)

Speaker: Lama Farran PhD, CCC-SLP; Brittany Sloan BA; & Kathryn Brewer

Abstract: Infant-Directed Speech (IDS) is associated with positive language outcomes in children with and without autism spectrum disorder (ASD). This study examines the relationship between maternal register use within IDS (Farran, Lee, Yoo, & Oller, 2016), lexical diversity (Malvern & Richards, 2002), and child language level in naturalistic interactions between mothers and their children with ASD. Using audio recordings, we segmented maternal utterances and coded them in PRAAT (Boersma & Weenink, 2018) using D as a measure of lexical diversity (Lai & Schwanenflugel, 2016). Implications of our findings for research and practice will be underscored.

Objectives:

1. Examine the quantity and quality of vocalizations of mothers and their children with ASD
2. Explore lexical diversity of maternal utterances as it relates to register use within IDS
3. Learn about the importance of maternal semantic and vocal input in social-emotional development and its association with language outcomes in children with ASD

Speaker Bio:

Lama K. Farran, Ph.D., CCC-SLP, is an associate professor of Communication Sciences and Disorders at the University of West Georgia.

Brittany Sloan, B.A., is an undergraduate student of Communication Sciences and Disorders at the University of West Georgia.

Kathryn Brewer is an undergraduate student of Communication Sciences and Disorders at the University of West Georgia.

Disclosures:

Financial: Lama K. Farran has no relevant financial disclosures.

Financial: Brittany Sloan has no relevant financial disclosures.

Financial: Kathryn Brewer has no relevant financial disclosures.

Non-financial: Lama K. Farran has no relevant non-financial disclosures.

Non-financial: Brittany Sloan has no relevant non-financial disclosures.

Non-financial: Kathryn Brewer has no relevant non-financial disclosures.

Effects of Vocal Training on Auditory Versus Visual Learning Styles

Speaker: Autumn Hughes BS; Matthew Carter PhD, CCC-SLP

Abstract: This study investigates whether vocal training has an influence on auditory versus visual information processing abilities. The participants, grouped by vocal training experience, were administered the Auditory Modality and Visual Modality subtests of the Test of Information Processing Skills. Results suggest the presence of vocal training negatively affects the learning of both visually and auditorily presented information. Implications of these results may be useful for music educators, clinicians when evaluating singers, and for singers when learning new music.

Objectives:

1. Describe working memory and its effect on learning
2. Identify neurological differences between those who sing and those who do not
3. Discuss vocal training effects the processing of information in different modalities

Speaker Bio:

Autumn Hughes is a current communication sciences and disorders Master's student at Valdosta State University. She is originally from Buford, GA. She works as a graduate assistant for the university. She has special interest in vocal training.

Dr. Carter is a professor for the Communication Sciences and Disorders program at Valdosta State University.

Disclosures:

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Non-financial: Matthew Carter has no relevant non-financial disclosures.

Speech Language Pathologists Comfortability with Treating Esophageal Dysphagia

Speaker: Cora Sanders BS; Matthew Carter PhD, CCC-SLP

Abstract: Dysphagia affects many people in our communities and is a symptom of another diagnosis. The various types of dysphagia require specific treatments and intervention strategies. Speech language pathologists treat dysphagia, but how comfortable are they with esophageal dysphagia? This study looks at the comfort levels speech language pathologists experience when treating esophageal dysphagia. A short survey was distributed to qualified speech language pathologists to gather information on their opinion of their own knowledge, comfort, and training levels. The results showed various levels of comfort and experience with treating esophageal dysphagia.

Objectives:

1. Discriminate between the different types of dysphagia
2. Describe the level of comfort that SLPs have when assessing their own knowledge about esophageal dysphagia
3. Recognize the limitations SLPs have when treating esophageal dysphagia

Speaker Bio:

Cora Monique Sanders is an intermediate level graduate student from Valdosta State University. Prior to beginning graduate studies, she practiced as a Speech Language Pathology Assistant in Tallahassee, FL. During her 3 years of SLPA experience she enjoyed working with pre-school aged children and language acquisition. However, in her first semester she enjoyed her dysphagia class so much that she chose to do research on esophageal dysphagia.

Matt Carter is an associate professor in the Department of Communication Sciences and Disorders at Valdosta State University.

Disclosures:

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