



Poster Sessions

March 1st 530pm to 700pm
March 2nd 1030am to 1100am
(Total of 2 CEU hours possible)
Pecan Galleria

Poster numbering is in no particular order or for any particular reason other than identification of the poster session.

Poster #1

Title: Investigating the Communication of Children with Autism in MakerSpace Environments

Presenters: Allyson Grace Simmons, Maeve Spoor, Katherine Green PhD, Jacqueline Towson PhD

Level: Introductory

Summary: Makerspace environments have been found to promote social and STEM skills. However, there is a paucity of research regarding Makerspaces and the social communication skills of children with autism. Analysis of LENA data and video coding showed the impact of a Makerspace and social communication skills. Results will be shared.

Learning Objectives:

1. Describe how makerspace environments can support the social communication skills of children on the autism spectrum
2. Compare how the different Makerspace stations and activities support communication and engagement for children on the autism spectrum based on LENA recordings.
3. Discuss the implications of using Makerspace environments to promote interpersonal communication and social skills for children on the autism spectrum.

Financial Disclosures: None

Non-financial Disclosures: None

Poster #2

Title: Simultaneous Auditory and Visual Reading Modalities for Students with Dyslexia

Presenters: Catherine Anne Eilders, Hally Spikes, Matthew Carter Ph.D., CCC-SLP

Level: Introductory

Summary: The authors conducted a single-case study investigating the efficacy of simultaneous auditory and visual reading modalities for individuals with dyslexia. The study included two test administrations: one with silent reading and one with concurrent silent reading and hearing the material being read aloud.

Learning Objectives:

- 1. As a result of this poster, participants will be able to: define dyslexia.**
- 2. As a result of this poster, participants will be able to: describe the relationship between dyslexia and reading.**
- 3. As a result of this poster, participants will be able to: explain the benefits of simultaneous auditory and visual reading modalities for individuals with Dyslexia.**
- 4. As a result of this poster, participants will be able to formulate possible accommodations related to simultaneous auditory and visual reading modalities.**

Financial Disclosures: None

Non-financial Disclosures: None

Poster #3

Title: Incorporating Mindfulness Practices to Enhance Fluency Therapy for Adolescents

Presenter: Nichole Bailey SLP.D., CCC-SLP, ASHA BCS-CL,

Level: Introductory

Summary: The 10 characteristics of mindfulness, including attention, openness, observation, awareness, intention, acceptance, patience, acknowledgement, self-compassion, and avoiding judgment will be explored and explicit strategies to teach mindfulness as a part of stuttering therapy will be reviewed.

Learning Objectives:

- 1. As a result of this poster, participants will be able to: Describe the basic construct and characteristics of mindfulness.**
- 2. As a result of this poster, participants will be able to: Discuss how mindfulness can be applied to enhance speech fluency intervention for adolescents.**
- 3. As a result of this poster, participants will be able to: Identify at least 3 mindfulness strategies which can be used in a fluency therapy session.**

Financial Disclosures: None

Non-financial Disclosures: None

Poster #4

Title: Implementing the Rett Syndrome Communication Guidelines: Education and Application

Presenter: Theresa Bartolotta PhD, CCC-SLP

Level: Intermediate

Summary: This session describes an education and application model implemented by the International Rett Syndrome Foundation to increase awareness of Rett syndrome among communication specialists. Attendees will understand the features of Rett syndrome, best practices for assessment and intervention, and how to use the Rett syndrome Communication Guidelines to improve outcomes.

Learning Objectives:

1. As a result of this poster, participants will be able to Identify resources available for best practice in communication assessment and intervention with individuals with Rett syndrome.
2. As a result of this poster, participants will be able to: Explain the multi-phase model of education and application implemented by the IRSF to improve access to information on Rett syndrome to families, teachers, and clinicians.
3. As a result of this poster, participants will be able to: Explain how the features of Rett syndrome impact communication.

Financial Disclosures: Dr. Bartolotta received a consulting fee from the International Rett Syndrome Foundation.

Non-financial Disclosures: Dr. Bartolotta is a parent of a young adult with Rett syndrome.

Poster #5

Title: Universal Assessment of Reading Ability in Title I Schools

Presenter: Laura Johnson Abercrombie M.Ed., CCC-SLP, ASDCS

Level: Intermediate

Summary: The identification of at-risk readers in early grades is an ongoing challenge, especially in Title I schools. The purpose of the current study was to compare three methods of identifying at-risk readers in kindergarten through third grade: low achievement (LA), low growth (LG), and dual discrepancy (DD).

Learning Objectives:

1. As a result of this poster, participants will be able to: list important measures of reading ability.
2. As a result of this poster, participants will be able to: describe three methods of identifying at-risk readers.
3. As a result of this poster, participants will be able to: explain the advantages and disadvantages of each identification method.

Financial Disclosures: None

Non-financial Disclosures: None

Poster #6

Title: Fact-Checking Our Myths: Graduate Speech Pathology Students Self-Reflections About Stuttering

Presenter: Levi C. Ofoe Ph.D.-CCC-SLP

Level: Intermediate

Summary: This study examines core themes related to stuttering myths from the perspective of 30 speech pathology graduate students. Students completed a self-reflection exercise on myths vis-a-vis the evidence about stuttering. responses were analyzed to identify core themes about stuttering myths and how students related the facts to patient treatment and education in clinical practice.

Learning Objectives:

1. As a result of this course, participants will be able to: Describe the main objective of the study.
2. As a result of this course, participants will be able to: Summarize the main findings of the study.
3. As a result of this course, participants will be able to: Discuss the clinical implications of the present findings.

Financial Disclosures?: None

Non-Financial Disclosures?: None

Poster #7

Title: Using GU Liquid Energy Gel as a Fatigue Management Tool for Dysphagia Therapy

Presenters: Lora Coxwell, Kelley Tidwell-Childs, Kelsey Wells, M.A., CCC-SLP, Mary Gorham-Rowan, Ph.D., CCC-SLP

Level: Intermediate

Summary: The aim of this study is to investigate the efficacy and feasibility of incorporating GU Liquid Energy Gel into dysphagic therapy protocols to enhance swallowing function, reduce fatigue, and improve patient outcomes. The participants were divided into three groups, with two receiving guaiac acid (GU) without caffeine and rest, two receiving GU with caffeine and rest, and two receiving only rest.

Learning Objectives:

1. As a result of this course, participants will be able to: describe the use of GU as a fatigue management agent in Dysphagia therapy.
2. As a result of this course, participants will be able to: discuss the possible future research projects associated with GU in Dysphagia therapy.
3. As a result of this course, participants will be able to: discuss the fatigue associated with Dysphagia therapy.

Financial Disclosure: None

Non-financial disclosures: None

Poster #8

Title: Using Virtual Reality with Persons who Stutter

Presenter: Hannah Holeman, Britney Clune, Nina Santus Ph.D., CCC/SLP

Level: Introductory

Summary: Preliminary results indicate that using virtual reality (VR) technology with persons who stutter during speech therapy can provide additional environments in which to practice fluency.

Learning Objectives:

1. As a result of this poster, participants will be able to: Describe how using VR games can increase a person's cognitive load or add other stressors in order to challenge clients during traditional therapy methods.
2. As a result of this poster, participants will be able to: Discuss the experience of virtual reality inserted into a portion of the speech therapy session.
3. As a result of this poster, participants will be able to: Identify cost, accessibility, and basic user instructions for those interested in exploring VR.

Financial Disclosures: None

Non-financial Disclosures: None

Poster #9

Title: Does Feedback Affect the Speaking Intensity of Individuals with Parkinson's

Presenter: Lora Blake Glover

Level: Introductory

Summary: The purpose of this study is to determine if feedback affects the speaking intensity of individuals with Parkinson's. An individual with Parkinson's agreed to participate in this study and was the sole participant. Data from a clinical SPEAK OUT!® session with a clinician providing feedback was compared to homework data completed alone by the participant with no feedback.

Learning Objectives:

1. As a result of this poster, participants will be able to compare the findings regarding the speaking intensity of an individual with Parkinson's as a function of therapeutic feedback.
2. As a result of this poster, participants will be able to describe various treatment programs designed to improve Parkinsonian voice.
3. As a result of this poster, participants will be able to describe the effects that Parkinson's has on speech.

Financial Disclosures: None

Non-financial Disclosures?: None

Poster #10

Title: Creation of Student-led and Centered Equity Work by CSD Undergraduates

Presenters: Nomi Madeleine Doerr-Garcia, Raelen Sarai Watkins

Level: Introductory

Summary: UGA M-CMSD is an undergraduate-led student organization meant to support and empower minority student voices in communication sciences and disorders. This poster presentation discusses how to build support systems for minority students and facilitate the growth of minority student organizations, using UGA M-CMSD as a model.

Learning Objectives:

1. As a result of this poster, participants will be able to: Participants will list three goals of minority student groups in universities as modeled by UGA M-CMSD.

2. As a result of this poster, participants will be able to: Participants will generalize a UGA M-CMSD goal to their home institution.

3. As a result of this poster, participants will be able to: Participants will identify a method of actionable change to support minority students applicable at their home institutions.

Financial Disclosures: None

Non-financial Disclosures: None

Poster #11

Title: Intellectual Experiences of Deaf and Hard-of-Hearing (DHH) Individuals

Presenters: Bianca T Grant, Aleah S Brock Ph.D., CCC-SLP

Level: Introductory

Summary: The intellectual experiences that a d/Deaf or hard-of-hearing individual faces influence the person that they develop into. The purpose of this study is to understand the lived experiences of Deaf people and how those experiences shape their identity; in addition, this contributes to the way hearing people, professionals, and clinicians understand Deaf culture.

Learning Objectives:

1. As a result of this poster, participants will be able to: Describe the difference between being Deaf and being deaf (D/d).

2. As a result of this poster, participants will be able to: Describe the role of SLPs in supporting the development of Deaf identities.

3. As a result of this poster, participants will be able to: Connect a sense of community to positive outcomes in learning, identity, and relationships.

Financial Disclosures: None

Non-Financial Disclosures: None

Poster #12

Title: Peer-Peer Assessment of Speech Intelligibility: Preliminary Evidence of Concurrent Validity

Presenters: Roswell Sutherland MA, CF-SLP, Hannah Krimm PhD, CCC-SLP

Level: Intermediate

Summary: We share progress in the development of the Peer-Peer Assessment of Speech Intelligibility, a child-friendly measure designed to characterize the intelligibility of children with speech-sound disorders as by their peers. We discuss existing intelligibility measures and share preliminary evidence for the validity of the PPASI as a measure of intelligibility.

Learning Objectives:

1. As a result of the poster, participants will be able to identify appropriate tools for children with a suspected speech-sound disorder in addition to speech-sound accuracy assessments.

2. As a result of this poster, participants will be able to: Analyze currently available speech-intelligibility measures.
3. As a result of this poster, participants will be able to: Identify the current limits in speech-sound disorder evaluation, specifically in quantifying how intelligible children with a speech-sound disorder are to their peers.

Financial Disclosures: None

Non-Financial Disclosures: None

Posters #13

Title: Representations of Characters with Communication Disorders in Children's Literature

Presenters: Afuosino O. Oiboh, Janet Bradshaw Ph.D., CCC-SLP, ACUE

Level: Introductory

Summary: Literature serves an important role for children's acknowledgement of their own identity and to experience the diversity of others. This includes children with communication disorders (CD). The purpose of this study is to identify books with authentic representations of children with CDs and their accessibility in a library system.

Learning Objectives:

1. As a result of this poster, participants will be able to: To define diversity, equality and inclusion within the perspective of character representations of children with communication disorders.
2. As a result of this poster, participants will be able to: To describe a process for selecting books that promote authenticity of characters with communication disorders.
3. As a result of this poster, participants will be able to: To identify a list of children's books with authentic character portrayals with communication disorders.

Financial Disclosures: Afusino Oiboh has the potential to receive financial assistance to attend the GSHA Convention from the Ronald E. McNair Scholar Foundation. Janet Bradshaw is a tenured, salaried professor at Georgia Southern University.

Non-financial Disclosures: Janet Bradshaw is a member of the ASHA, NBASLHA, and GSHA.

Poster #14

Title: Using Content Acquisition Podcasts for Developing Knowledge of Post-Stroke Aphasia

Presenters: Savannah Haley Cliatt, Hannah Krimm Ph.D., CCC-SLP

Level: Introductory

Summary: We will present the results of a research study designed to examine the effect of using a content acquisition podcast compared to an informational text to establish basic knowledge of post-stroke aphasia. Knowledge acquisition is assessed by comparing scores from pretest to post-test and across conditions.

Learning Objectives:

1. As a result of this poster, participants will be able to: compare the learning outcomes between watching a content acquisition podcast and reading a text of the same content about post-stroke aphasia.
2. As a result of this poster, participants will be able to: summarize the research design of this study.
3. As a result of this poster, participants will be able to: describe the benefits of content acquisition podcasts.

Financial Disclosures: None

Non-financial Disclosures: None

Poster #15

Title: Teaming to Create Engaging Classrooms for Children with Communication Delays

Presenters: Maeve Spoor, Allyson Simmons

Level: Introductory

Summary: Researchers will present the results and implications of a five-session seminar conducted with speech-language pathology, elementary, and special education undergraduate students on Universal Design for Learning (SEE-KS) based on the communication levels of children with developmental delays. Description of teaming practices based on the Appreciative Inquiry Framework will be shared.

Learning Objectives:

1. As a result of this poster, participants will be able to: Describe the communication-based UDL approach to engaging and including learners with disabilities in the general education classroom, special education classroom, and speech setting classroom.
2. As a result of this poster, participants will be able to: Discuss how in an educator preparation program, speech-language pathology majors can work as an interdisciplinary team with education majors to improve social and communication outcomes for children with disabilities in the classroom.
3. As a result of this poster, participants will be able to: Discuss the appreciative inquiry approach to interdisciplinary peer coaching in a university preparation program, along with the role and benefit to students in the speech-language pathology major.

Financial Disclosures: None

Non-financial Disclosures: None