

**2020 Virtual Visions
Virtual Poster Sessions**

You will receive a link to access and watch pre-recorded poster presentations when you renew your 2020-2021 MSHA Membership!

We encourage you to watch these presentations between sessions or when you have a chance during our conference dates!

Poster 1

Title: Similarities and Differences between French and Universal Consonant Acquisition

Authors: Shafer Higgins, Madison Hinshaw, & Amy Glaspey, PhD, CCC-SLP

Amy Glaspey is Professor in the School of Speech, Language, Hearing, and Occupational Sciences at the University of Montana. Her research includes dynamic assessment and treatment of speech sound disorder. She is author of the Glaspey Dynamic Assessment of Phonology. She is director of the SPEAK Lab (Speech, Phonology, Early Articulation, and Knowledge) and the SPARK Clinic (Speech, Phonology, and Articulation Remediation for Kids). She has no relevant financial disclosures. She has non-financial disclosures; Amy is a board member of the Montana Speech Language and Hearing Association, and she is a Fall Convention Planner.

Allyson Mertz is currently a graduate student in the School of Speech, Language, Hearing, and Occupational Sciences at the University of Montana. Allyson has no relevant financial or non-financial disclosures.

Shafer Higgins is currently a graduate student in the School of Speech, Language, Hearing, and Occupational Sciences at the University of Montana. Shafer has no relevant financial or non-financial disclosures.

Madison Hinshaw was a leveling student in Speech, Language, Hearing, and Occupational Sciences at the University of Montana and is currently a 4th, 5th, and 6th grade math teacher in Nebraska. Madison has no relevant financial or non-financial disclosures.

Abstract: Consonant acquisition refers to the developmental process of learning to use individual consonant sounds in spoken communication. A consonant is “acquired” when a child can produce it accurately and independently. Each language has its own unique progression of consonants that are acquired by native speakers as they develop linguistically. In the ongoing process of comparing consonant acquisition across languages, many universal patterns have emerged. However, discrepancies exist between these universal patterns of consonant acquisition and the progression of consonant acquisition in individual languages. Speech-language assessments use the consonant acquisition of individual children as one of the benchmarks to

identify those who diverge from typical linguistic development. It is therefore imperative that clinicians have an accurate picture of the typical progression of consonant acquisition of their client's native language. The purpose of our study is to compare and contrast the acquisition of consonants in French to universal patterns of consonant acquisition to provide a clearer benchmark for speech-language clinicians working with francophone clients. Our method is a descriptive analysis comparing studies of French consonant acquisition to the universal patterns laid out in the article 'Children's Consonant Acquisition in 27 Languages: A Cross-Linguistic Review' by Sharynne McLeod and Kathryn Crowe. The significance of our study is to highlight the similarities and differences between French and universal consonant acquisition. The clinical implications and potential sources of biases will be discussed.

Learning Objectives:

Participants will be able to:

- List the sequence of consonant acquisition typical of Quebecois French as outlined by MacLeod et al. (2011), and compare how this developmental sequence aligns with the universal sequence of consonant acquisition laid out by McLeod and Crowe (2018).
- Describe the significance of the consonant acquisition sequence for speech-language pathology assessment and identify the complications posed by assessing across languages.
- Identify some key prosodic elements of the French language that could be incorporated with consonant acquisition in future studies of the language's phonological development.

This poster session is for .025 ASHA CEUs (Intermediate level, Basic Communication Processes area)

Poster 2

Title: Do Studies of Speech Sound Acquisition Accurately Represent all Children? A Comparison of Demographic and Design Variables across Normative Studies

Authors: Allyson Mertz and Amy Glaspey, PhD, CCC-SLP

Amy Glaspey is Professor in the School of Speech, Language, Hearing, and Occupational Sciences at the University of Montana. Her research includes dynamic assessment and treatment of speech sound disorder. She is author of the Glaspey Dynamic Assessment of Phonology. She is director of the SPEAK Lab (Speech, Phonology, Early Articulation, and Knowledge) and the SPARK Clinic (Speech, Phonology, and Articulation Remediation for Kids). Dr. Glaspey has financial disclosures: she discusses the Glaspey Dynamic Assessment of Phonology and she references Normative Studies in her poster presentation. She receives royalties from the publisher as the author of this assessment. She also has non-financial disclosures: Dr. Glaspey is a board member of the Montana Speech Language and Hearing Association, and she is a Fall Convention Planner.

Allyson Mertz is currently a graduate student in the School of Speech, Language, Hearing, and Occupational Sciences at the University of Montana. She has no relevant financial or non-financial disclosures.

Abstract:

Purpose: Normative data are collected from a sample of the population to establish benchmarks for developmental expectations. A developmental timeline for speech sounds has been established using these benchmarks. This timeline is used by speech-language pathologists (SLPs) to determine whether a child's speech skills are developing in a typical or delayed manner, and is often critical in qualifying a child for speech pathology services. However, for the clinical comparison to be accurate and valid, SLPs should be aware of the demographic and design variables used in each study to determine if the children being tested are fairly represented. Thus, the purpose of this poster is to examine the demographic and design variables used in these baseline studies to support increased validity in clinical decision-making.

Methods: This poster is a descriptive review of six major studies of speech sound acquisition: Glaspey (2019), McLeod and Crowe (2018), Shriberg (1993) and Smit, Hand, Freilinger, Bernthal, and Bird (1990), Templin (1957), and Wellman (1931). These studies were selected based on the frequency of use or the publication date. Eight demographic variables and four design variables were selected for comparison. The similarities and differences across these studies will be presented.

Significance: Speech-language pathologists need to be aware of both demographic and design variables included in normative tests of speech sound disorders to accurately interpret and apply the results. The comparisons in this poster are significant because they highlight the benefits of recent studies that are more demographically representative of today's population. Furthermore, SLPs can achieve the best clinical results by using the same design components as the normative studies to increase the validity of their assessment practices. The clinical implications of speech-language pathologists' choice and use of normative studies will be discussed to support evidence-based clinical practice.

Learning Objectives:

Through this poster presentation, individuals will be able to:

- List the landmark studies of speech sound acquisition.
- Define and differentiate demographic and design variables.
- Identify differences in variables across normative testing samples used in these studies.
- Explain the importance of having a representative sample for comparison when evaluating a child for a speech sound disorder.

This poster session is for .025 ASHA CEUs (Intermediate level, Professional area)

Poster 3:

Title: Language Contributions to Early Word Reading Success

Authors:

Allison Beall, Maria Begger, Mary Fahlman, Melissa Phelan, Samantha Hege, Sophia Tolbert, Julie Wolter, PhD, Crystle Alonzo, PhD

Julie A. Wolter, PhD, CCC-SLP is Professor and Chair of the School of Speech, Language, Hearing and Occupational Sciences at the University of Montana and a recognized Fellow of the American Speech Language and Hearing Association. Dr. Wolter directs the Language Literacy Essentials in Academic Development (LLEAD) Lab where she currently collaborates nationally and internationally on language and literacy research with researchers at Massachusetts General Hospital's Institute of Health Professions (Boston), University of Toronto, Dalhousie University (Nova Scotia), Royal Holloway University (London), Florida State University (Tallahassee), University of South Carolina (Columbia), and Boise State University (Idaho). She serves as a co-Principal Investigator on a multi-site longitudinal R01 grant funded through the National Institutes of Health (National Institute of Deafness and other Communication Disorders) focused on studying language influences on dyslexia in children with developmental language disorder; and b) Principal Investigator (PI) and Director for the *UM Online University Training for Rural and Equitable Accessibility in Communication Habilitation* and known as **UM-OUTREACH** funded through the U.S. Department of Education's Office of Special Education and Rehabilitative Services. Prior to her faculty appointment at University of Montana in 2015, Dr. Wolter served on faculty for 10 years at Utah State University where she formerly served as the Chair of the Speech-Language Pathology Division, in the Department of Communicative Disorders and Deaf Education. Dr. Wolter's past role as a certified speech-language pathologist fuels her teaching and research interests in the areas of preschool and school-age language-literacy development. Additionally, she is interested in evidence-based practice/implementation science and interprofessional collaborations focused on improved services for children with language and literacy deficits and increasing SLP training and clinical service accessibility in rural areas. Dr. Wolter has authored multiple clinical and research papers, presented at state, national, and international levels, and has published in a variety of venues such as peer-reviewed journals and edited books and is an internationally recognized expert in language and literacy including the area of dyslexia. Dr. Wolter has a financial disclosure: she received grants from the National Institute of Health for this study. For non-financial disclosures, she references the institution where she works, the University of Montana, and she has a family member affected by the topic of the poster presentation.

Crystle Alonzo, PhD, is an Assistant Professor for the School of Speech, Language, & Hearing Sciences at San Diego State University in San Diego, California. Dr. Alonzo's research focuses on the connection between language and literacy development, with an emphasis on the role of

underlying cognitive processes that support successful reading acquisition, particularly in children with developmental language disorder (DLD). Given her clinical background, Dr. Alonzo's research is centered on the development of sensitive diagnostic tools and effective interventions to assess and treat children with language and literacy impairments, which are accessible and feasible for practicing clinicians. Because Dr. Alonzo is committed to the translation of this research into current practice, she incorporates clinical practice research and implementation science frameworks into her research agenda and aims to create productive researcher practitioner partnerships in the community. Dr. Alonzo has no relevant financial or non-financial disclosures.

Allison Beall, Maria Begger, Mary Fahlman, Melissa Phelan, Samantha Hege, and Sophia Tolbert are students at The University of Montana. They have no financial or non-financial disclosures.

Abstract:

Purpose: The aim of this study was to determine if two whole-classroom screeners of language and literacy skills administered to local kindergarten classrooms can reliably identify children at risk for developmental language disorder (DLD) and dyslexia.

Methods: Two cohorts of kindergarten children in a single public-school district (n = 1127) completed two separate 25-minute, whole-classroom screens in the Fall of 2018 and 2019; one targeting grammatical skills (language) and the other targeting phonological and orthographic awareness skills (literacy). A subsample of these children completed an assessment battery of standardized and norm-referenced assessments of nonverbal intelligence, word reading, language, as well as hearing and articulation screenings.

Results: The language classroom screen showed acceptable classification accuracy for identifying children at risk for DLD overall (sensitivity = 88% and specificity = 52%). The literacy classroom screen showed acceptable classification accuracy for identifying children at risk for dyslexia overall (sensitivity = 81% and specificity = 63%).

Conclusion: Whole-classroom screens for language and literacy show potential for efficient identification of children who may benefit from comprehensive assessments for DLD and dyslexia without relying on their parents or teachers to raise concerns. Further, using a whole-classroom screener that can be administered to a large group of children simultaneously under 25 minutes versus current educational practice of a 10-15 minute, individually-administered assessment for each student in a classroom would reduce time and financial burdens on school systems which has important implications for recent U.S. legislation around early identification of dyslexia in all children.

Learning Objectives:

Through this poster presentation, individuals will be able to:

- Define the Simple View of Reading
- Define phonological awareness, morphological awareness and orthological awareness
- Identify the characteristics and benefits of a classroom screener for children at risk for Developmental Language Disorder (DLD) and dyslexia

This poster session is for .025 ASHA CEUs (Intermediate level, Professional area)

Poster 4

Title: An Exploration of Group Intervention for Family Caregivers of Stroke Survivors with Aphasia

Authors: Jenna Griffin, Madison Larson, Dawson Jacober

Jenna Griffin, M.S., CCC-SLP is a clinical assistant professor in the school of Speech, Language, Hearing, and Occupational Sciences at the University of Montana, and serves as co-director of the Big Sky Aphasia Program (BSAP). She obtained her Bachelor of Arts in the department of Communicative Sciences and Disorders at the University of Montana in 2012, and graduated from the speech-language pathology graduate program at the University of Montana in 2014. Jenna completed a clinical fellowship at St. Vincent Healthcare in the stroke and traumatic brain injury rehabilitation center located in Billings, Montana. Through this experience, she gained additional knowledge that best allows her to incorporate evidence-based practice, individual client variables, and principles of neuroplasticity in a clinical setting. Jenna's areas of research interest include evidence-based practice for acquired neurologic disorders, and investigation of principles of neuroplasticity such as intensity and dosage for aphasia rehabilitation. She is a member of the Montana Speech and Hearing Association (MSHA), and is certified by the American Speech and Hearing Association (ASHA). Jenna has a relevant financial disclosure: she works for the University of Montana. For her relevant non-financial disclosure, Jenna is the Co-Director of the Big Sky Aphasia Program.

Madison Larson is a student at the University of Montana.

Disclosures: Ms. Larson has no relevant financial or non-financial disclosures.

Dawson Jakober is a student at the University of Montana.

Mr. Jakober has no relevant financial or non-financial disclosures.

Abstract:

Aphasia is a language impairment that commonly disrupts language comprehension (i.e., reading and listening to spoken language) and production (i.e., speaking and writing) in stroke survivors. Persons with aphasia (PWAs) are often cared for by an unpaid family caregiver (i.e., spouse, relative, friend) who assists them with activities of daily living and daily communication tasks

(e.g., texting, emailing, phone calling). During a 4-week intensive comprehensive aphasia program (ICAP) at the University of Montana (UM) family caregivers of PWAs participated in interventions designed to improve family caregiver well-being, to improve PWA-caregiver communication, and to improve quality of life for both PWAs and family caregivers. During UM ICAP programs between 2016-2018, family caregiver psychosocial outcomes were assessed using the *Perceived Stress Scale (PSS)* and the *Bakas Caregiving Outcomes Scale (BCO)*. These assessments are used to measure psychosocial characteristics including stress, psychosocial changes accompanied by caregiving, and the social and emotional impacts of being a caregiver. These assessments were administered before the caregivers began the ICAP and then again after the ICAP program was completed (n=20). During the ICAP, caregivers participated in psychoeducation sessions, group counseling sessions, and specialized communication skill and strategy use training. These interventions were delivered by a licensed family counselor and speech-language pathologists from the University of Montana. These weekly interventions consisted of two one and a half hour sessions of group counseling and one, one and a half hour session of group aphasia education and communication training. Scores from the three pre-post outcome measures will be analyzed to investigate the psychosocial effects of the ICAP family caregiver interventions on psychosocial well-being. Findings have the potential to illustrate the importance of improving caregiver services for stroke survivors with aphasia.

The learning objectives are as follows:

- Participants will describe group psychosocial intervention for family caregivers of stroke survivors with aphasia.
- Participants will identify which psychosocial outcomes were used to measure change for participants in the University of Montana Intensive Comprehensive Aphasia Family Caregiver Program.
- Participants will discuss the importance of improving caregiver services for stroke survivors with aphasia to better the quality of life for both people with aphasia and their caregivers

This poster session is for .025 ASHA CEUs (Intermediate level, Professional area)

Additional Poster Sessions:

Poster 6

Title: Cough Desensitization Treatment: A Clinical Trial

Authors: Sarah Campbell, Paige Morkrid, and Laurie Slovarp

Laurie J. Slovarp, PhD, CCC-SLP is an Associate Professor in the School of Speech, Language, Hearing, and Occupational Sciences at University of Montana. Dr. Slovarp received a Master's of Science degree in Speech and Hearing Sciences from Arizona State University in 2000 and a PhD in Independent Interdisciplinary studies at University of Montana in August 2015. Following attainment of her M.S. degree, she worked in hospital, outpatient rehabilitation,

home health, skilled nursing and university settings for 10 years. She joined the CSD faculty at University of Montana in 2010. Dr. Slovarp is a swallowing, voice, and upper airway specialist with specialty training in fiberoptic endoscopic evaluation of swallowing (FEES) and videostroboscopy. She is the director of the Voice Outcomes and Inquiry of Cough and Essentials in Swallowing (VOICES) lab. She has published several peer-reviewed research papers and presented at multiple state and national conferences. Her current research is focused on improving care for patients with chronic cough due to cough hypersensitivity syndrome (CHS). Dr. Slovarp's research has been supported through the Mountain West Clinical Translational Research Infrastructure Network (MW-CTRIN) and the Montana IDeA Network of Biomedical Research Excellence (INBRE) under grants from the National Institute of General Medical Sciences. She has also been awarded funding through the University of Montana Small Grant Program and the American Speech Language Hearing Association.

Disclosures: Dr. Slovarp has no relevant financial or non-financial disclosures.

Sarah Campebell and Paige Morkrid are students at the University of Montana.

Disclosures: Ms. Campbell and Ms. Morkrid have no relevant financial or non-financial disclosures.

Poster 7

Title: Testing Validity of the ADAMM Smart Wearable Device as a Cough Frequency Monitor

Authors: Sarah Campbell, Dawson Jakober, Paige Morkrid, and Laurie Slovarp

Sarah Campbell, Dawson Jakober, Paige Morkrid are students at the University of Montana.

Disclosures: Ms. Campbell, Mr. Jakober, and Ms. Morkrid have no relevant financial or non-financial disclosures.

Laurie J. Slovarp, PhD, CCC-SLP is an Associate Professor in the School of Speech, Language, Hearing, and Occupational Sciences at University of Montana. Dr. Slovarp received a Master's of Science degree in Speech and Hearing Sciences from Arizona State University in 2000 and a PhD in Independent Interdisciplinary studies at University of Montana in August 2015. Following attainment of her M.S. degree, she worked in hospital, outpatient rehabilitation, home health, skilled nursing and university settings for 10 years. She joined the CSD faculty at University of Montana in 2010. Dr. Slovarp is a swallowing, voice, and upper airway specialist with specialty training in fiberoptic endoscopic evaluation of swallowing (FEES) and videostroboscopy. She is the director of the Voice Outcomes and Inquiry of Cough and Essentials in Swallowing (VOICES) lab. She has published several peer-reviewed research papers and presented at multiple state and national conferences. Her current research is focused on improving care for patients with chronic cough due to cough hypersensitivity syndrome (CHS). Dr. Slovarp's research has been supported through the Mountain West Clinical Translational Research Infrastructure Network (MW-CTRIN) and the Montana IDeA Network of

Biomedical Research Excellence (INBRE) under grants from the National Institute of General Medical Sciences. She has also been awarded funding through the University of Montana Small Grant Program and the American Speech Language Hearing Association.

Financial disclosures: Dr. Slovarp has a relevant financial disclosure: Healthcare Originals provided support services in kind for this study.

Non-financial disclosures: Dr. Slovarp has no relevant non-financial disclosures.