

International Conference on

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Abstracts



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Influences of morphological awareness in reading and writing: A systematic review

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Purpose: The purpose of this study was to perform a systematic review of national and international studies on the relationship between morphological awareness, reading/writing, reading comprehension and spelling.

Research Strategies: A research on national and international literature was made using the databases Medline through PubMed and Capes Periodic Portal (Eric, PsycINFO, LILACS, SciELO) from August to September, 2015.

Selection Criteria: The inclusion criteria used was: Studies that addressed the guiding question and attended the theme established by descriptors and keywords. The studies with animals, laboratories, opinion/authority articles, case series, case report and review studies were excluded.

Data Analysis: Following markers were considered: Type of study, purpose of the study and abilities related to morphological awareness (reading, writing, reading comprehension and spelling), the tests performed and main results.

Results: From the research by descriptors and free terms were founded 203 articles on the pre-established databases. The research in PubMed resulted in 81 studies and 122 in Capes Periodic Portal. Of the total, 154 were excluded for the title and abstract and 39 for the full text reading. This enabled the analysis of 12 articles.

Conclusion: Children with better scores in morphological awareness test, show better results in reading and writing to all school series.

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Speech and language program for the development of literacy: Reading comprehension efficacy in school children

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Background: The expected end product as formal elementary education completed is primarily a satisfactory level of reading comprehension skills, which is required to mediate text-based learning in other school subjects. However, statistics show that a large number of students finish elementary school with substantial deficits in reading comprehension.

Objective: To investigate the effectiveness of a Speech and Language Program for the Development of Literacy (PFPL) in improving the reading comprehension skills of schoolchildren in the fourth grade of elementary school in a Belo Horizonte Municipal School.

Methods: A convenience sample of two classes of fourth grade elementary school students was selected. The students in the class that participated in the PFPL constituted the case group while the students in the non-PFPL class comprised the control group. The PFPL included activities of shared reading, scaffolding strategies and collective discursive construction, in addition to phonological and spelling processing tasks. The reading comprehension skills of the schoolchildren in both groups was assessed using PROLEC subtest 10 (Reading Comprehension) before and after the program.

Results: The performance of the groups was comparable on initial assessment, with high prevalence of children with reading comprehension difficulties. Following the PFPL, the reading comprehension performance of the case group children improved significantly whereas the performance of the control group was unchanged.

Conclusion: The PFPL was effective in improving the schoolchildren's reading comprehension skills.

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Typology of spelling errors in school children with and without learning difficulties

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Introduction: Competent written language is the goal of the first years of scholar learning. At this phase, spelling errors made by scholars are among the biggest and more frequent teacher complains.

Objectives: Compare the typology of spelling errors of children in the fourth grade of elementary school with and without learning difficulties.

Methods: It is a cross-sectional analytical study in which 63 children from Elementary School, between 9 and 11 years-old has participated. The Scholar Performance Test (SPT) was used with writing evaluation.

Results: It was found statistically significant values in the association between SPT test outcomes and economic classification of the participants, being greater the adequation for schoolchildren with higher percapita income. Statistically significant correlation was found for the errors: Voice/unvoiced mistakes, confusion between similar letters, letter addition and others.

Conclusion: One third of the children presented inappropriate outcome in the writing test. In summary, spelling errors with statistically significant outcomes are prevalent in schoolchildren with inappropriate outcomes for writing and expresses initial and primitive difficulties, primordial for alphabetic system acquisition.

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Infant feeding difficulties: A look at high-risk populations

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Feeding is the most complex task of infancy, even in term babies with no complications. There are many diagnoses, conditions, syndromes and co-morbidities that can impact feeding in neonates and infants. This talk will briefly highlight many of those, but we will focus on three specific populations of interest: Neonatal abstinence syndrome, Infants of diabetic mothers and Down syndrome. We will discuss the specific implications of these conditions can have on feeding, why these infants may have difficulty and the classic symptoms one could expect to see. The differences between delayed and disordered feeding will also be addressed. Strategies and adaptations for both breast and bottle feeding will be discussed. Positioning, nipple flow rate and external strategies will be explained. Case studies will also be shared.

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Psychosocial impact of hearing loss on adults using hearing aids and sign language users- ICF framework.

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International Classification of Functioning, Disability and Health (ICF,WHO 2001) is a holistic framework for integrating biological, psychological, and social aspects of human functioning. ICF has been extensively used for assessing the psychosocial impact in adults with hearing loss for better intervention and prognosis.

Purpose of the study: As, there is no such study available with respect to Indian context specifically dealing with the impact of hearing loss on prelingual deafness and post lingual deafness with or without amplification device based on ICF Framework. Hence, the present study was conducted to assess the psycho social issues which are being faced by the people who are using hearing aids and the people who rely more on sign language to communicate with or without amplification.

Method: The research was carried out in 3 phases, by dividing the subjects into two groups. Group I (GRP-I) consisted of 120 adult hearing aid users and Group II (GRP-II) also consisted of 120 adult sign language users considering the age range of 18-60 years.

Results: Mann-Whitney 'U' test was used to compare between GRP-I and GRP-II with respect to domains of ICF. Results revealed that the impact of hearing loss resulting in psycho-social stress is different for both the groups.

Conclusion: The current study addressed the various issues faced by individuals who are using hearing aid amplification and who are using sign language as a mode of communication. With respect to clinical practice in addition to Hearing Aid fitting, there is still a need for extensive services in aural rehabilitation for these population.

Key words : ICF, Sign Language Users, Hearing Aid Users, Psychosocial stress.

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A study of selected acoustic parameters of voice in typically developing children

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A voice disorder can bring about deep implications to social life, both in children and in adults. Voice disorders in children are relatively frequent, affecting 6 to 23% of the children population (Nicollas, Triglia 2008). The etiological factors associated with childhood dysphonia require early and precise assessments. In order for these assessments to be reliable it is necessary to establish well defined normality standards among the genders and different age ranges. This study aims to assess acoustic voice parameters of normally developing male and female children aged between 4 and 12 years in order to provide a representative normative database. The range of etiological factors associated with child dysphonia requires precise diagnosis. Because of the differences in anatomy between adults and children, normative data for the adult population should not be used as evaluative standards for the pediatric population (Sapienza, Ruddy and Baker, 2004). Participants will be instructed to make a deep inhalation before sustaining the phonation of the vowel and then will be instructed to sustain phonation of /a/, /i/, /u/ for 5 seconds, keeping a constant pitch and at a loudness level which would be comfortable for him/her. Two trials will be taken and phonation on the second trial will be recorded using Sony digital recorder. The wave files will be transferred to Visipitch-IV as per the instructions in the manual. Thus preventing recording characteristics which influence acoustic parameters. The aforementioned acoustic parameters will be analysed. Results will be discussed in terms of gender and age differences.

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