

International Conference on

Speech Language Pathology

May 22-23, 2017
Las Vegas, USA

Keynote Forum

DAY 1



ISLPC 2017

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Regina L Enwefa

Southern University A&M College, USA

The impact of poverty, homelessness and mental health on language skills of children

This presentation will report findings on poverty, homelessness and mental health of children within the United States as compared to other countries. The presentation will define poverty; identify types of poverty, homelessness and mental health, highlighting prevalence and incidence of poverty, homelessness and mental health to include language skills that are affected by these conditions. Additionally, the presentation will delineate strategies for speech language pathologists and other professionals who provide therapeutic intervention to these children. Furthermore, the presentation will provide essential framework for strategies and implementation of language skills and behavioral characteristics that will have a positive impact for generational diversity in children. Lastly, the presentation will make recommendations for culturally responsive approaches for educators and community partners on how to effectively reach children who are homeless, in poverty and have mental health needs.

Biography

Regina L Enwefa is a Professor in the Department of Speech Language Pathology at Southern University A&M College, Baton Rouge, USA. She has taught both undergraduate and graduate courses and is frequently invited to present at national, international and state conferences, community groups, medical facilities and school districts. She has extensive experience in neurogenic disorders, dysphagia, AAC, autism and sensory processing disorders. She is board certified in Holistic Health and specializes in herbs, nutrition and functional medicine. She has published extensively that includes articles, books, monographs and book chapters. She is an Oxford Round Table Scholar, University of Oxford, Oxford, England and a Fellow of Office of Special Education Programs, Fellow of the Office of Special Education and Rehabilitation Services and Fellow of Office of Maternal and Child Health.

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Kerri R Phillips

Louisiana Tech University, USA

Defining ethics education

As compared to other allied health disciplines, the profession of speech-language pathology appears to be in its infancy regarding a comprehensive education-based approach to ethics and related decision making protocols. Empirically-based ethics education is apparently lacking and to strengthen the profession, speech-language pathologists should investigate additional instruction and education relating to ethics and the SLP. Academia's primary purpose is to prepare professionals for practice in real world settings. As such, there is a need to examine how Speech-Language Pathologists define ethics education and engage in ethical decision-making. In particular, one might ask, Is instruction with regard to ethical decision making limited to understanding a set of guidelines, or do SLPs need to be taught how to apply ethics to a decision making process? As the scope of practice in speech-language pathology increases, the need for formal ethics education is needed within the field of speech-language pathology. In providing education, the profession must become aware of the basic definitions that exist. Professionals need to understand ethics, values and their relationship to the decision-making process. Examination of moral values can assist with ethical decision-making and broaden the understanding of diversity. It should be recognized that codes of ethics only serve as guidelines for making decisions, clinically and ethically. Professional codes of ethics are policies set forth to govern professional conduct, they are not exhaustive or all-inclusive..

Biography

Kerri R Phillips is a Professor and Program Director of the Graduate Program in Speech-Language Pathology at Louisiana Tech University, USA. She holds the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association (ASHA) and is licensed to practice Speech-Language Pathology in the State of Louisiana. She has practiced as a speech-language pathologist in a variety of settings including public schools, hospital/rehab, private practice and higher education. She is a Past Member of the Louisiana Licensure Board, having served as Chair and Vice Chair. Currently she serves on the ASHA Continuing Education Board. She is a Member and Past-President of the Board of Directors of the National Council of the State Boards of Examiners for Speech-Language Pathology and Audiology. She has been actively engaged in state and national associations where she has served in various leadership capacities.

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Celeste Roseberry-McKibbin

California State University, USA

Building literacy skills of at-risk children in poverty

It is a well-known fact that children raised in poverty are at risk for a number of challenges. One of these challenges is literacy deficits that can create long-term academic failure accompanied by negative life outcomes. This presentation describes a project to collect books and distribute them to at-risk children in poverty. Entitled Love Talk Read, the project has collected and donated books to children in poverty in the greater Sacramento area of California as well as other countries including Honduras, Samoa, the Philippines, Ecuador, Mexico, the Dominican Republic, Nepal, the United Kingdom, China, Ukraine, Australia and Micronesia. The program encourages caregivers to daily show love to, talk to and read with their children to enhance their literacy skills for a brighter future. The World Literacy Foundation states that access to books is the greatest factor in academic success; without access to books, it is impossible to build adequate literacy skills. Statistics indicate that in some areas, the average middle-class child has 13+ books in the home while in areas impacted by poverty; there is one book for every 300 children. For fourth graders who reach the end of the school year reading below grade level, approximately 2/3rd of them will end up in prison or on welfare. The average prisoner in the United States does not read above the fourth grade level. This session describes how to collect and donate books to at-risk children in poverty, with an emphasis on practical strategies for doing so. Audience members will leave with specific suggestions for how to start their own book drives and donate the books to at-risk children in their local communities.

Biography

Celeste Roseberry-McKibbin has received her Doctorate from Northwestern University. She is a Professor of Communication Sciences and Disorders at California State University, Sacramento. She is also currently a part-time itinerant Speech Pathologist in San Juan Unified School District, where she provides direct services to students from preschool through high school. She has worked in educational and medical settings with a wide variety of clients ranging from preschoolers through geriatric patients. She serves homeless persons in her community through direct work on the streets. Her primary research interests are in the areas of assessment and treatment of culturally and linguistically diverse students with communication disorders as well as service delivery to students from low-income backgrounds. She has over 70 publications, including 15 books and has made over 300 presentations at the local, state, national and international levels. She is a Fellow of ASHA and winner of ASHA's Certificate of Recognition for Special Contributions in Multicultural Affairs. She has received the national presidential Daily Point of Light Award for her volunteer work in building literacy skills of children in poverty.

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Sandra M Grether

University of Cincinnati, USA

Effective communication skills are essential for better quality of life

Communication is more than just being able to verbally pronounce words and sentences. We communicate to participate in a conversation, asking and answering questions and commenting. We also communicate to regulate the behavior of others and to interact socially. But to achieve these purposes effectively we need to be competent across multiple areas. Linguistically, we need to know what words to say and how to organize them into grammatically correct sentences so our communication partners understand us and perceive us as a competent communicator. Socially, we need to know when it is our turn to speak and how to introduce a topic, maintain it and redirect it if we want to talk about something else. We need to be able to share our stories and know how to effectively end a conversation. Strategically, we need to know when someone does not understand us and we may need to clarify or add more information. We need to be effective, multi-modal communicators across our day and use speech and gestures, as well as our phone and written technology to communicate our messages. Our lives are adversely affected when we cannot do these things competently. To maintain, regain and/or achieve a better quality of life, we need to determine what is preventing us from being an effective communicator and what we can do to make things better.

Biography

Sandra M Grether is a Speech-Language Pathologist III at Cincinnati Children's Hospital Medical Center in the Division of Developmental and Behavioral Pediatrics and Adjunct Associate Professor at the University of Cincinnati, College of Allied Health Sciences. She is responsible for interdisciplinary student leadership training and research in prelinguistic communication with individuals with significant intellectual disabilities, impact of cognition on language in pediatric hearing loss and cognitive disabilities, childhood apraxia of speech and augmentative communication. She has been with CCHMC and UC for 17 years and a Practicing Clinician for 43 years.

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Stephen Calculator

University of New Hampshire, USA

Fostering communication skills in individuals with severe disabilities through enhanced natural gestures: Research to practice

Individuals with severe disabilities, particularly those identified as Beginning Communicators, present special challenges to speech-language pathologists (SLPs) in terms of the severity and breadth of their communication challenges. This is related in part to the numerous factors (e.g., intellectual, communication, language, motor, sensory and behavioral) underlying these disabilities. Given the fact that many of these individuals are unable to use speech as a primary method of communication and various forms of Augmentative and Alternative Communication (AAC) become the method of choice. These often include combinations of aided (e.g., speech generating devices) and unaided (e.g., natural gestures and sign language) forms of communication. This presentation will focus on unaided methods of communication. More specifically, it will describe and then explore the efficacy of a system found to be useful in developing inventories of communicative behaviors, Enhanced Natural Gestures (ENGs). Unlike other unaided forms of communication such as natural gestures and sign language, ENGs are by their nature easily taught to individuals and readily understood by unfamiliar communication partners. They build upon behaviors individuals are already demonstrating in their interactions with objects and participation in events. This workshop will begin with a brief overview of enhanced natural gestures. It will then focus on the steps used to teach them. Two primary instructional methods, mand-model with time delay and molding-shaping will be described. The workshop will conclude with a review of recently published studies that have validated the efficacy of this approach. Implications for future research and practice will be described.

Biography

Stephen Calculator is a consulting Speech-Language Pathologist and Emeritus Professor in the Department of Communication Sciences and Disorders at the University of New Hampshire, USA. Since earning his Doctorate in Communicative Disorders from the University of Wisconsin-Madison in 1980, he has published and lectured extensively in the areas of augmentative and alternative communication (AAC) and inclusive services for individuals with severe disabilities, drawing upon his ongoing experiences as a consultant to numerous schools and other agencies in the USA and beyond. His greatest contributions have been devoted to enhancing our understanding of the role communication and assistive technology can play in fostering the participation of individuals with severe disabilities in their communities.

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Paul Fogle

University of the Pacific, USA

Sports-related concussions in children and adolescents

Mild traumatic brain injury (concussion) is a relatively new area of concern for many SLPs, although concussions have occurred in children and adolescents for as long as they have played sports, fallen out of trees or had other mild head injuries. The U.S. Center for Disease Control (2007) estimated that 1.6 to 3.8 million sports-related mTBIs in children and adolescents occur each year in the U.S. Reports of youth concussions spiked by 71% between 2010 to 2015, according to a study of nearly 937,000 health insurance claims gathered by Blue Cross and Blue Shield. However, incidence and prevalence studies may significantly underestimate the actual numbers of boys and girls with concussions because many individuals suffering from mild or even moderate TBI do not seek medical services. This presentation will discuss several aspects of concussion, including the neuroanatomical effects (e.g., tearing, shearing and twisting of axons and dendrites and destruction of neurons); physical symptoms (e.g., being dazed and dizzy, headaches, nausea, drowsiness and sleep problems); cognitive effects (e.g., attention, memory, orientation, reasoning, judgment, problem solving and executive functions) and the behavioral, emotional and social effects (e.g., agitation, aggression, anger, low tolerance for frustration, emotional lability, egocentrism, disinhibition, impulsivity and decreased social skills). In addition, the risk factors, such as history of concussions and gender of the athlete will be discussed. The signs and symptoms of concussion observed by adults and those reported by children and adolescents will be presented. The role of speech-language pathologists working with concussed youth in both medical and school settings will be discussed. Intervention and management (particularly by school-based SLPs) will be an emphasis in this presentation.

Biography

Paul Fogle has been a Speech-Language Pathologist since 1971 specializing in Neurological Disorders in adults and children, stuttering and voice disorders. He is a Professor Emeritus and for 35 years taught courses on anatomy and physiology of speech, neurological disorders in adults and children, motor speech disorders, dysphagia/swallowing disorders, gerontology, cleft palate and oral-facial anomalies, voice disorders and counseling skills for speech-language pathologists. He has worked extensively in hospitals, including VA, university, acute, sub-acute and convalescent hospitals and has maintained a private practice since 1981. He has presented numerous seminars, workshops and short courses on a variety of topics at state, national and international conventions and conferences and all-day workshops in cities throughout the U.S. and in countries around the world. His primary publishing has been textbooks and clinical materials.

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France Weill

Touro College, USA

Toddler's working memory: Toward an early identification of toddlers at risk for language disorders

Introduction: The ability of children to learn new words at a very fast pace and with minimal exposure develops during their second year of life and depends on working memory and on existing word knowledge.

Aim: To identify toddlers at risk for language disorders.

Methods: Subjects for this study included 44 typically developing, monolingual English speaking toddlers ranging in age from 24 to 30 months. Children were recruited from local communities through recruitment fliers posted in daycare centers and businesses and through recruitment e-mails posted on local list serves. All subjects enrolled in the study were from New York City or from Bergen County, NJ.

Measure of Vocabulary Size: Vocabulary size was assessed through the Mac Arthur Communicative Development Index (MCDI), a parental questionnaire considered a valid and reliable instrument for measuring children's language development. The MCDI examines many aspects of early language development: Use of gestures, play, acquisition of vocabulary and development of syntax and of sentences. It provides separate receptive and expressive language scores. However, in the context of this research, only the Expressive Vocabulary Checklist of the Toddler's version of the MCDI (MCDI-T) was used for measuring vocabulary size. The MCDI-T is considered to give an accurate account of size of vocabulary, as reported by the parents.

Results: Nineteen (19) children provided a complete set of data for this study, ranging in age from 24 to 30 months ($M=26.3$, $SD=1.8$). Results showed a statistically significant moderate to strong correlation ($r=0.71$, $p<0.01$) between the phonological loop capacity and the size of productive vocabulary. Visual inspection suggested that no outlier was present in this sample.

Discussion: Our study showed that toddlers 24 to 30 months-old with a large phonological loop capacity tend to have a larger vocabulary than toddlers with a small phonological loop capacity. As the phonological loop mediates word learning and vocabulary development, our findings suggests that children with better verbal working memory are more efficient in remembering words they have never heard before. Our findings are further supported by the findings of Stockes (2009), who showed that the strongest predictor to vocabulary knowledge is phonological loop capacity in toddlers 24 to 30 months. Hoff, Core and Bridges (2008) bring a longitudinal perspective to our hypothesis by showing that phonological loop capacity and vocabulary development are closely related in 20 to 24 months old toddlers.

Biography

France Weill is an Associate Professor at the Graduate School of Speech Language Pathology at Touro College, NY. She holds a professional license both in New Jersey and New York State. Previously, she has worked as a speech language pathologist in Israel for 5 years, established and directed a large college-based speech and language clinic, and maintained an active private practice in Jerusalem. Besides her academic work, she is currently running a private practice in Teaneck, NJ and serving as consultant in various French-American schools and programs. She is regularly running professional workshops related to language, play and cognition. Her research interests include the role of memory in language development of toddlers. She has extensive clinical and teaching experience in the areas of early language development, the role of cognition and metacognition in learning, play and language, Autism Spectrum Disorders, online education and implementation of EMR in professional training programs. She is fluent in French, English and Hebrew.

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