

WKU Communication Sciences and Disorders Faculty and Student Participation in the 2018 Kentucky Speech-Language Hearing Association Convention

- **Session 10, The President's Student Session – Student Session (6:30 pm – 8:30 pm) CEUs not offered**

Janice Carter Smith, PhD, CCC-SLP, Western Kentucky University

Christie LaCharite, MS, CCC-SLP, Boone County Schools

Kelly Kleinhans, PhD, CCC-SLP, Murray State University

This student boot camp will offer information to students that will help them navigate their job search. Various topics will be presented by professionals from a variety of settings. Additionally, a panel of professionals will relate pros and cons of various work settings. There will be presentations on a variety of topics including resume writing, successful interviewing, financial basics, benefits, job forecasts, salaries and networking. Information regarding KSHA, ASHA and the licensure board will also be presented.

Learner Outcomes: At the end of the presentation, students will be better prepared for writing resumes, have a better understanding of the profession and leave with a sense of empowerment to continue on their professional journey.

Instructional Level: Beginner | Track: Student

- **Session 21, The Dixit Method of Language Sampling in Early Adolescence (11:00 am – 12:00 pm)**

Tanner Smith, BS, Western Kentucky University

Janice Carter Smith, PhD, CCC-SLP, Western Kentucky University

Allison Glascock, Western Kentucky University

Language sampling is a standard assessment technique. Yet, concern exists regarding its ability to genuinely reflect language diversity of speakers. Our study applies a seven-factor approach to analyzing ecological diversity to the language samples of early adolescents. Two methods of language elicitation, interview and the dixit method, were used to collect samples and were then analyzed using the standard lexical diversity procedures (TTR, vocd-D and MTL) and the ecological analysis approach.

Learner Outcomes: At the end of the presentation, participants will be able to identify the limitations of currently used measures of lexical diversity, list and explain why the seven components of diversity Jarvis theorizes should be measured for a full view of lexical diversity and describe how the dixit method works and how it addresses the problem of priming the pump in adolescent language sampling.

Instructional Level: Beginner | Track: PEDs SLP

- **Session 29, Clinical Measure of Problem Solving in Children With Autism (1:45 pm – 2:45 pm)**

Megan Martin, BS, Western Kentucky University

Janice Carter Smith, PhD, CCC-SLP, Western Kentucky University

Jo Shackelford, EdD, CCC-SLP, Western Kentucky University

This descriptive study assessed problem-solving performance of children with and without autism. Additionally, this study compared results of the rapid assessment of problem solving (RAPS) to another, more established test, the Ravens Progressive Matrices (RPM). The research was conducted to test two hypotheses. It was expected that children who are developing typically will score higher on both the RAPS and the RPM than children with autism. Also, it was expected that the RAPS scores for both groups correlate strongly with scores on the RPM. This study also provided normative information for children with autism to the RAPS. Also assessed was the validity and reliability of RAPS for children with autism by comparing the results to two known markers.

Learner Outcomes: At the end of the presentation, participants will be able to describe how children with autism process information to solve problems, identify the differences in how children with and without autism problem solve and explain how children with and without autism solve problems both verbally and non-verbally.

Instructional Level: Intermediate | Track: PEDs SLP

- **Session 37, Parent Implemented Adapted Dialogic Reading for Preschoolers With Autism (3:45 pm – 4:45 pm)**

McKenzie Ward, BA, Western Kentucky University

Janice Carter Smith, PhD, CCC-SLP, Western Kentucky University

This research investigated the effectiveness of parent-implemented, adapted, dialogic reading, looking at social reciprocity behaviors between eight, parent-child dyads with children with autism. The study further sought to examine parents' feelings of competence when trained on the adapted methods. This research provides our field with a framework to empower families of children with autism in promoting growth in the areas of literacy and social communication.

Learner Outcomes: At the end of the presentation, participants will be able to describe the effects of a parent-implemented, adapted, dialogic reading program on parent-child social reciprocity behaviors, explain the impact of a parent-implemented, adapted, dialogic reading program on parents' feelings of competence and describe how this research promotes growth in the areas of literacy and social communication in children with autism.

Instructional Level: Intermediate | Track: PEDs SLP

- **Poster 5, Service Learning in Communication Sciences and Disorders Programs**

Barbara Brindle, PhD, CCC-SLP, Western Kentucky University

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. Training programs in communication science and disorders have long provided direct service to underserved populations. This poster describes methods by which the concept of service learning has been expanded by academic classes and research opportunities, with particular interest in the benefits of vocal hygiene instruction provided to specific populations of frequent users of voice.

Learner Outcomes: At the end of the presentation, participants will be able to explain service learning and volunteer activities, describe how community engaged teaching can look in practice and list three ways in which service learning projects can benefit students and communities.

Instructional Level: Beginner | Track: Poster

- **Session 80, Practical Strategies for the Professional Practice of Clinical Supervision (8:30 am – 10:00 am)**

Kelly Kleinhans, PhD, CCC-SLP, Murray State University
Lauren Bland, PhD, CCC-SLP, Western Kentucky University
Tina Brock, MS, CCC-SLP, Boone County Schools
Bethany Berry, MA, CCC-SLP, Ephraim McDowell Health

The scope of practice in speech-language pathology identifies clinical supervision as a domain of professional practice that requires a unique skill set different from clinical competencies. Clinical education is a process in which a supervisor mentors, teaches, observes, evaluates and provides feedback to a student or mentee to develop the professional competencies of the learner and ensure quality client care. The aim of this presentation is to promote excellence in the practice domain of clinical education for speech-language pathologists who supervise and mentor others in the discipline. Participants will learn strategies to develop structured and effective clinical learning experiences.

Learner Outcomes: At the end of the presentation, participants will be able to explain the benefits of recognizing clinical education as a defined area of practice within the profession of speech-language pathology, formulate a clinical teaching episode, describe strategies for teaching a skill and giving effective feedback and use questions effectively during teaching.

Instructional Level: Beginner | Track: Professional Issues

Poster: French Dialectical Variations Upon Business Communication - Anna Greene and Janice Carter Smith

Poster: Literacy Training and Intervention Confidence in SLPs - Sharon Calvino and Kimberly Green, Janice Carter Smith, Lauren Bland

Poster Teaching and Coaching Caregivers in a Guatemalan Orphanage to Promote Language in Young Children - Allison Hatcher - won 1st place in the Faculty Poster Competition

Poster: Evaluating the Evidence for the Effectiveness of Speech Perception Training - Sharon Hudson and Brian Weiler

Poster: The Relationship between Vocabulary Knowledge and Nonword Repetition - Lacey Drennan and Brian Weiler - won 3rd place in the Student Poster Competition