

## Auburn University

### ENCOURAGING SKILLED WORD READING AND SPELLING DEVELOPMENT IN CHILDREN WITH SPEECH SOUND DISORDER

*Anna M. Ehrhorn, PhD, CCC-SLP*

Speech sound disorder (SSD) puts children at risk for word reading and spelling difficulties but does not guarantee them. Research on reading development in children with SSD has primarily focused on phonological awareness, whereas evaluations of orthographic knowledge and oral language abilities have been incomplete and/or inconsistent. Orthographic knowledge influences phonological awareness performance in skilled adults and typically developing children, but no known studies have examined this in SSD. Orthographic knowledge, phonological awareness, and the influence of orthography on phonological awareness performance was examined in SSD and peers with typical speech development (TSD) while controlling oral language. Results highlight the contribution of oral language and the importance of strengthening phoneme-grapheme correspondence knowledge in SSD to promote strong word reading and spelling.

## Samford University

### MEASUREMENT OF INTERPROFESSIONAL PRACTICE SKILLS OF SLP GRADUATE STUDENTS

*Kelly Jackson, M.S., CCC-SLP*

This session will provide an overview of the current literature regarding how inter professional practice skills of SLP graduate students are measured. Data from a study conducted investigating a measurement tool and comparing SLP student performance to PT and PA student performance. Additionally, data will be provided from a study comparing SLP student perceptions of skills and observational ratings of interprofessional practice skills.

## University of Alabama

### EXPLORING INFANT VOCAL DEVELOPMENT: EARLY INTERVENTION AND EARLY MARKERS FOR NEURODEVELOPMENTAL DISORDERS

*Hyunjoo Yoo, PhD*

Infants produce speech-like vocalizations (i.e., protophones) from birth, which serve as precursors to speech. These spontaneous protophone production and active vocal exploration establish foundations for further speech development and form a basis for interaction with caregivers. This session will provide a concise overview of infant vocal development, emphasizing its importance in early intervention and its potential as an early indicator for neurodevelopmental disorders.



## Auburn University

### EVIDENCE-BASED PRACTICE AND SCREENING SOLUTIONS FOR ADULT AUDITORY PROCESSING DEFICITS

*Aurora Juliet Weaver, PhD, Au.D.*

Review of the GRADE system for writing recommendations specific to auditory processing deficits. The focus will be on the current practices for screening auditory skills in the adult population. Time will be spent discussing referrals, including how low-gain amplification could be incorporated using evidence-based practice and the GRADE system for clinical care.

## University of South Alabama

### COLLABORATIVE GOAL WRITING WITH PERSON WITH APHASIA

*Kimberly Smith, PhD, CCC-SLP*

This session will summarize recent evidence by Haley and colleagues (2019) related to collaborative goal writing in aphasia in the context of the life participation approach. The FOURC model, which includes a 4-step and 4-pronged process to collaborative goal writing, will be introduced and practical steps will be provided for clinicians to apply the model in their clinical practice. Cases will be provided to illustrate the approach for persons with aphasia treated in outpatient rehabilitation.

## University of Montevallo

### ATTITUDES AND BIASES AMONG SPEECH-LANGUAGE PROFESSIONALS WHO SERVE AFRICAN AMERICAN ENGLISH-SPEAKERS: A DISCUSSION AND REVIEW OF CLINICAL, EDUCATIONAL, AND SOCIETAL IMPACTS

*Erica V. Middleton, PhD, CCC-SLP*

For years, non mainstream dialects such as African American English (AAE), have been established as legitimate language varieties. As the U.S. population continues to expand, speech-language caseloads are becoming more diverse and the representation of AAE speakers seems to be rapidly increasing. While some groups of professionals readily accept and acknowledge AAE as a rule-governed system, others may not. Misconceptions regarding AAE could potentially have long-term detrimental effects on student/client outcomes. This session will present past and present literature to engage in a discussion regarding perceptions of AAE among SLPs and the clinical implications for professionals in the field of communication sciences and disorders.