16th Annual Robert L. Ringel Student Research Symposium

Graduate student capstone projects on evidence-based practice in Speech-Language Pathology and Audiology

March 4, 2021
MARCH 4, 2021
4-6PM

Join Us Virtually

Registration Required to Receive Virtual Symposium Link

Registration Link

Attendees can earn up to 0.2 ASHA CEUs.

In memory of Robert L. Ringel for his long-standing support of student research.

Department of Speech, Language, & Hearing Sciences
Advancing the science and practice of communication

Purdue Health & Human Sciences
Speech, Language, & Hearing Sciences
Each presenter will have their own Zoom link where they will be presenting their posters. These Zoom links can be found on the Ringel Symposium website on March 4, 2021.

Presentation Group (1) 4:00-5:00 PM


For persons with Alzheimer’s type dementia (AD), what is the effect of Spaced Retrieval Training (SRT) on performance of Activities of Daily Living (ADLs)? This project reviewed the effectiveness of SRT for people with AD in learning new or forgotten information essential to completing various ADLs independently. The review suggested that SRT is an effective clinical approach to teach people with AD new or forgotten skills related to completing ADLs. Completing ADLs can lead to increased independence for persons with AD, as well as decreased caregiver burden.

Learner Outcomes:
1. Define Activities of Daily Living and list the five primary ADLs.
2. Describe the effect of dementia on Activities of Daily Living.
3. Describe the process of applying Spaced Retrieval Training in therapy.

Poster 2. Inbal Donenfeld-Peled, “The Effects of Communication Partner Training on Aphasia Severity and Expressive Language Outcome Measures in Persons with Aphasia”

Unlike traditional therapy approaches to aphasia, Communication Partner Training (CPT) provides direct intervention to the communication partner (CP) or the dyad (persons with aphasia (PWA) and CP). This project reviews whether CPT yields a significant improvement in aphasia severity and expressive language skills in PWA, with the goal of providing insight on how CPT can be incorporated with traditional therapy. The review revealed significant gains from CPT across measures and limited generalization from traditional therapy. These data suggest that CPT can be combined with traditional therapy to boost treatment outcome measures in PWA.

Learner Outcomes:
1. List 3 limitations of traditional therapy and 3 strengths of CPT.
2. Compare and contrast the goals of CPT and traditional therapy approaches.
3. List 3 main characteristics of combined CPT and traditional therapy for PWA.

Poster 3. Danielle LoPrinzi, “Influence of Gesturing Therapy on Word-Retrieval Abilities in Individuals with Aphasia”

How does the implementation of gesturing therapy influence word-retrieval abilities in individuals with aphasia? Secondly, does the benefit of gesturing therapy outweigh that of naming therapy? Thirdly, does the combination of gesturing therapy with naming therapy add a perceived benefit compared to naming therapy alone? This project critically analyzed the effectiveness of gesturing treatments on language rehabilitation in individuals with aphasia. Results indicated that while naming therapy has been found to improve word retrieval in those with aphasia, gesturing therapy alone is ineffective. These findings suggest that the implementation of gesturing therapy alone is not sufficient for improving word-retrieval in people with aphasia but may be suitable as a supplemental approach, given what is known about the relationship between gestures and language. More research is needed.

Learner Outcomes:
1. Describe the relationship between gesturing and language.
2. Identify a hallmark language feature of aphasia.
3. Discern the influence of gesturing therapy on word-retrieval abilities in people with aphasia.

Poster 4. Megan Pentecost, “Intervention Approaches to Acquired Phonological Alexia and Agraphia in Stroke Patients”

Is treating reading and writing concurrently more effective for adults with acquired phonological alexia and agraphia than treating the modalities independently? Are outcomes favorable when the modalities are treated by a repetition-based intervention or a phonological processes-based intervention? This review compared outcome measures of standardized and non-standardized testing for combinations of these treatment approaches. While all treatment combinations showed improvements, evidence from maintenance and generalization measures indicate that a phonological processes approach is the most effective, regardless of if the treatment is applied to the modalities independently or separately. This indicates that clinicians should prioritize intervention focused on grapheme-phoneme correspondences in clients with acquired phonological alexia and agraphia.

Learner Outcomes:
1. Describe different treatment approaches to phonological alexia and agraphia.
2. Summarize evaluation of phonological alexia and agraphia.
3. Implement appropriate therapy techniques with clients.

Poster 5. Jamie Hagaman, “Family Impact and Health Related Quality of Life in Families of Children with Pediatric Feeding and Swallowing Disorders”

This review investigated changes in health related quality of life (HRQoL) of families when implementing the Feeding/Swallowing Impact Survey (FS-IS) to identify and address the family impact of caring for a child with a feeding/swallowing disorder. Evidence from the field of speech-language pathology and related health care professions was synthesized to determine if measuring and treating family impact improves HRQoL outcomes. The FS-IS was determined to be a valid assessment of family impact and intervention studies suggest that treating it can lead to improvements in HRQoL.
Learner Outcomes:
1. Describe the Feeding/Swallowing Impact Survey and list the three caregiver reported outcome domains it assesses.
2. Summarize the importance of assessment and treatment of family impact in improving health related quality of life of families.
3. List two delivery models to address family impact of caring for a child with a pediatric feeding/swallowing disorder.


To what extent do pitch and resonance contribute to the perception of communication femininity in transfeminine individuals? This project compared literature to evaluate if pitch or resonance contributed more to an outside listener’s perception of gender. The review suggested that both pitch and resonance are vital for the perception of feminine communication. However, clients need to be involved in the development of the intervention plan to ensure therapy outcomes meet the client’s individual goal to create a gender congruent voice and communication style.

Learner Outcomes:
1. Summarize core concepts contributing to the perception of a feminine gender
2. Describe the importance of pitch and resonance to gender-affirming voice therapy
3. Summarize how pitch and resonance should be included in a gender-affirming voice therapy intervention plan

Poster 7. Meghan Mauntler, “The Impact of Hearing Aids on Cognition in Older Adults with Age-Related Hearing Loss”

Does the use of hearing aids maintain or improve cognitive function in older adults with clinical hearing loss? This project compared trends in cognitive function overtime in adults with hearing loss who acquired hearing aids and those who did not. The review suggested that hearing aid use contributed to cognitive maintenance and/or improvement in domains such as memory, attention, and processing speed. Additionally, increased frequency of hearing aid use was associated with greater cognitive functioning. These findings indicate that hearing aids are an effective intervention to improve cognition in older adults with clinical hearing loss. The findings also help bolster the information-degradation hypothesis, which suggests that degraded sensory input may negatively impact cognitive function.

Learner Outcomes:
1. Summarize the common cause hypothesis and the information-degradation hypothesis.
2. Determine three characteristics of individuals who could benefit from use of the intervention to maintain or improve cognitive function.


The present study aims to determine which vestibular tests are most cost and time effective when developing a baseline test battery for identifying concussion in at-risk youths. A detailed review of existing literature revealed 4 vestibular tests that frequently identified abnormal results in individuals with concussion: the Sensory Organization Test (SOT), Gaze-Stability Test (GST), Near Point Convergence Test (NPC), and oculomotor assessments with infrared goggles. However, external factors such as equipment and administration costs of the SOT and formal oculomotor testing suggest that substituting the Vestibular/Oculor-Motor Screening (VOMS) assessment and the Balance Error Scoring System (BESS) for the would serve as a more viable baseline assessment option for children with a suspected head injury.

Learner Outcomes:
1. Define concussion and the prevalence of vestibular involvement following head injury, recognizing the vestibular symptoms most commonly reported by patients.
2. Describe the significance of the Sensory Organization Test (SOT), Gaze-Stability Test (GST), Near Point Convergence Test (NPC), and oculomotor assessments and recognize each tests’ contributions to detecting vestibular abnormalities following a concussion.
3. Compare and contrast the use of the SOT and oculomotor testing with goggles to the Vestibular/Oculor-Motor Screening (VOMS) assessment and the Balance Error Scoring System (BESS), and recognize situations in which screening tools should be used in the place of formal diagnostic examination.


Approximately 30% to 60% of cochlear implant patients are at risk for experiencing dizziness post-implantation. A review of the literature identified both objective and subjective test measures in order to determine if a standardized protocol should be implemented for patients experiencing long-term symptoms. Due to the variation in results, studies suggest that the most effective strategy to identify and treat these patients would be on a case-by-case basis. To ensure that cochlear implant patients are being properly monitored for vestibular impairment, screening questions related to vestibular symptoms should be administered at regular intervals post-implantation. Implementing a screening process may help identify these patients, however each case must be treated independently.

Learner Outcomes:
1. Describe vestibular dysfunction within the cochlear implant population and why it is difficult to identify.
2. Summarize the benefits of case-by-case approach for cochlear implant patients with vestibular symptoms.
3. Connect the importance of utilizing a screening tool to identify symptomatic versus asymptomatic cochlear implant patients.


Auditory brainstem response (ABR) correction factors provide estimates of behavioral hearing thresholds used in hearing aid programming for infants until reliable behavioral results are attainable. The purpose of the study was to investigate trends in correction factors currently being used by practicing audiologists to estimate audiometric thresholds from ABR thresholds. Survey results indicated constant corrections are most commonly used with the specific correction factor value applied differing across stimuli.

Learner Outcomes:
1. Explain how behavioral hearing thresholds are estimated from auditory brainstem response (ABR) testing.
2. List correction factor methods.
3. Describe the variability in correction factors currently being used by audiologists.

**Poster 11. Avia Lowe, “Can Smartphone Audiometry Be Useful as a Diagnostic Tool?”**

According to the World Health Organization, 4.32 million persons worldwide experience disabling hearing loss. Many individuals with hearing loss reside in low- and middle-income countries (LMICs) and rural communities of high-income countries, without access to hearing healthcare. Recently, smartphone applications have been used to assess individuals without access to hearing healthcare. The purpose of this project is to evaluate whether smartphone audiometry is an effective option for diagnostic hearing assessment of individuals without access to a clinic.

Learner Outcomes:
1. Describe why smartphone audiometry is of interest.
2. Identify available smartphone audiometry tools.
3. Describe the current limitations of smartphone audiometry.

**Poster 12. Brittany Mok, “Online Hearing Screening using Suprathreshold Psychophysics”**

A meta-analysis of speech-in-noise performance was conducted to evaluate its usefulness in discriminating between listeners with normal hearing and moderate hearing loss. A large effect size was estimated, suggesting viability of speech-in-noise testing as a surrogate for online hearing screening. Accordingly, when the modified rhyme test (MRT) in babble was used to screen participants, online data on many classic psychoacoustic tasks matched well-controlled lab-based data from individuals with normal audiograms.

Learner Outcomes:
1. Identify the challenges of performing traditional hearing tests online.
2. Describe how a suprathreshold task of speech identification in babble can discriminate between listeners with normal vs. impaired hearing with high confidence.
3. Describe the evidence that screening with a suprathreshold speech task yields high quality online data that agrees with data obtained from controlled experiments collected in the lab.


Do children with autism spectrum disorder (ASD) and complex communication needs (CCNs) make greater gains in social communication following peer-mediated interventions if peers are trained on alternative augmentative communication (AAC)? This project compared the communication outcomes of specific peer-training on AAC to untrained peer-mediated intervention. The review suggested preliminary evidence that using a peer-mediated approach with specific training on AAC can increase functional communication and reciprocal exchanges of children with ASD and CCNs. The findings suggest that peer-training on AAC is an effective intervention, but further research including other internal and external factors is necessary.

Learner Outcomes:
1. Describe the communication challenges a child with ASD and CCNs might experience.
2. Describe necessary treatment considerations for children with ASD and CCNs.
3. Summarize the benefits of peer training on AAC in peer-mediated interventions.


Can digital storytelling improve narrative comprehension skills in children with Developmental Language Disorder (DLD)? This project examined various forms of digital storytelling (e.g., Tangible Story Avatars, iPad applications, distributed learning environments) and their impact on children’s narrative comprehension skills, specifically story grammar. The review suggested that digital storytelling supports narrative comprehension and reduces cognitive load; however, additional experimental research is needed. The findings suggest that digital storytelling should be used within a group therapy setting and asynchronously with traditional, nondigital storytelling instruction to best support children with DLD.

Learner Outcomes:
1. List nondigital storytelling strategies that are used to target narrative
comprehension.

2. Define digital storytelling within the context of multisensory learning.

3. Summarize current research findings concerning the impact of digital storytelling on narrative comprehension instruction.


Does morphological awareness intervention improve reading comprehension of school-aged children diagnosed with reading disorders and/or dyslexia? This project analyzed eight research studies regarding the effect of morphological awareness instruction in children ranging from kindergarten to eighth grade. The review suggests a comprehensive literacy approach with a morphological awareness focus is effective for improving reading comprehension. Additionally, students with reading disorders and/or dyslexia benefit from the morphological awareness instruction more than typically developing peers. Despite these findings, various morphological awareness instructional tasks were used across studies, resulting in varying effect sizes. Therefore, further research is needed to optimize and standardize morphological awareness instruction.

Learner Outcomes:
1. Define the different types of readers and the primary and secondary deficits associated with each.
2. Summarize the four domains of morphological awareness and two ways morphological awareness impacts reading comprehension.
3. Identify five parameters of morphological awareness intervention that enhance reading comprehension for school-aged children with reading disorders and/or dyslexia.

Poster 16. Laura James, “In School-Aged Children with Cleft Palate with or without Cleft Lip, will Articulation Therapy with a Phonological Approach be more Effective in Improving Speech Therapy Outcomes as Compared to Traditional Articulation Therapy”

Will articulation therapy with a phonological approach, compared to traditional articulation therapy, yield better speech therapy outcomes for school-aged children with cleft palate, with or without cleft lip (CP±L)? The two forms of therapy were examined with single-subject designs, using a child as their own baseline, as well as with comparative studies, looking at differences in outcomes for children receiving either approach. It was found that both forms of therapy yield positive speech outcomes, with inconclusive findings suggesting that a phonological approach may benefit a child more. Therefore, a speech pathologist may want to use a phonological approach for a child with CP±L, but needs to focus on the individuality of a client to determine which approach would be most beneficial for them.

Learner Outcomes:
1. Describe consequences of social isolation in those with memory deficits
2. Describe the importance of therapeutic interventions for those with memory deficits
3. Identify benefits of continued research on AR as a service delivery modality
Poster 19. Alleah Thompson, “Aphasia Treatment: Teletherapy vs. In-Person”

When treating individuals with aphasia, how does the efficacy of teletherapy compare to traditional, in-person therapy? This poster compares treatment outcomes following virtual and in-person therapy for a variety of treatment and aphasia types. The review provides strong evidence in support of teletherapy, as current findings indicate no significant difference between treatment outcomes and suggest potential advantages in which teletherapy may reduce client attrition among the elderly population. Based on these findings, speech language pathologists are encouraged to discuss the potential benefits of teletherapy with clients diagnosed with aphasia in order to provide optimal speech and language services.

Learner Outcomes:
1. List three factors that would make a client a strong candidate for teletherapy.
2. Describe the pros and cons of teletherapy.
3. List three treatment approaches that have been researched and found effective via teletherapy.

Poster 20. Briana Cox, “Implicitly Priming Language Production in People with Aphasia using a Comprehension Task”

This study examined if healthy older adults (HOA) and persons with aphasia (PWA) can produce passive structures more frequently following comprehension of passive sentences. The preliminary findings showed that both groups implicitly learned to produce passives better after a comprehension task. However, the effect size was smaller for PWA and additional lexical priming did not boost the implicit learning in PWA. I will discuss further clinical implications of these findings.

Learner Outcomes:
1. Explain the structural priming paradigm in the context of language learning
2. Explain the different priming effects in the same vs. different verb conditions in the utterances of healthy older adults and persons with aphasia.


This project explored how commercial thickeners may affect swallowing, respiratory and digestive health, and nutrition in infants 0-6 months of age. A literature review of eight articles was conducted. Results revealed mixed findings across domains. Specifically, although some positive effects of thickeners on management of reflux and dysphagia in infants were reported by few studies, potential negative impacts on digestive health and nutrient availability were also reported. Considering all the reviewed evidence, although there is limited evidence to support that using a starch or gum based thickener may be beneficial for managing reflux or dysphagia for some infants, it has to be highlighted that if health care providers decide to use them, they need to very carefully plan and monitor implementation to avoid or reduce potential negative impacts. Furthermore, implementation of starch based thickeners may result in less severe negative impacts to digestive health and nutrition, though they do not thicken milk. Alternatively, gum thickeners thicken milk but may result in more severe effects. In addition, given the methodological limitations, small sample sizes, and overall small number of studies available on the topic more research is urgently needed.

Learner Outcomes:
1. Describe 2 types of commercial thickeners used with infants.
2. Identify 2 potential positive effects of using commercial thickeners with infants.
3. Identify 2 potential negative effects of using commercial thickeners with infants.


This project synthesized current literature to determine crucial elements of an evidence-based dysphagia screening tool. The evidence recommends a screening tool that demonstrates high psychometric properties and is easily implemented in the workplace. Six existing dysphagia screening protocols were evaluated based on their ability to meet recommendations provided by the literature. The Toronto Bedside Swallowing Screen Test met all core requirements of an evidence-based dysphagia screening protocol. To standardize the methods used to identify risk for dysphagia and/or aspiration, the implementation of the Toronto Bedside Swallowing Screen into clinical practice to screen stroke patients is recommended.

Learner Outcomes:
1. Describe the negative health and fiscal outcomes of unidentified post-stroke dysphagia.
2. Summarize current research findings regarding necessary components of an evidence-based dysphagia screening protocol.
3. List three ways speech-language pathologists and other medical professionals can assess the efficacy of a screening protocol used to identify risk of dysphagia and/or aspiration in stroke patients.

Poster 23. Jennifer Shaffer, “Recent Advances in Stem-Cell Research for Laryngeal Reconstruction”

Can muscle-progenitor implantation restore vocal fold structure and function, and what are the clinical implications of this restoration? This project summarized findings from the past 14 years of studies implementing tissue-engineering to regenerate damaged or missing laryngeal structures. The laboratory model has been refined over time to achieve better structural and functional outcomes of the laryngeal implant. Continued research may lead to treatment for human larynxes, warranting creation of clinical treatment plans to meet pre- and post-operative needs in patients. There are no financial conflicts of interest to disclose.
**Poster 24. Delaney Hake, “Could Auditory Brainstem Response Measures be used to Identify Risk for Autism Spectrum Disorder?”**

Identifying an objective biomarker of autism spectrum disorder (ASD) could aid in earlier diagnosis, intervention, and improved outcomes for children. A growing body of research is investigating such a biomarker by utilizing auditory brainstem response (ABR) measures, which are widely performed in the pediatric population. In this literature review, previous research that has investigated a potential biomarker of ASD using ABR measures is evaluated and its potential application to current clinical practice is discussed.

**Learner Outcomes:**
1. Describe the viability of using auditory brainstem response (ABR) measures to identify a potential biomarker of autism spectrum disorder (ASD).
2. Identify the possible functional and structural differences in the auditory brainstem responses and pathology of children with autism spectrum disorder.
3. Summarize the current limitations in implementing this type of objective biomarker search into standard clinical practice.


Cochlear implants (CIs) can provide patients with severe to profound hearing loss access to sound but understanding speech in noise is still challenging and increases listening effort. Therefore, the purpose of this literature review is to analyze the physiology of listening effort, listening effort measurements and determine evidence-based programming strategies to decrease listening effort for CI users. Research concludes that increasing the number of spectral channels and activating adaptable directionality will decrease listening effort and enhance speech recognition in noise.

**Learner Outcomes:**
1. Explain listening effort and identify the consequences individuals may face when listening in the presence of noise.
2. Describe how listening effort can be measured.
3. Identify and describe CI programming strategies to reduce listening effort.


Pediatric vestibular disorders go largely undiagnosed due to paucity of research, varying clinical presentations and lack of age-appropriate screening protocols. Studies show that early intervention prevents the progression of deficits from a compromised vestibular system. We reviewed literature to identify vestibular screening tests appropriate for use in children, and devise a screening protocol that can be easily implemented by audiologists, for early identification of pediatric vestibular disorders.

**Learner Outcomes:**
1. Explain the prevalence of vestibular disorders in children and identify the risk factors associated with it.
2. Describe the need for early detection and intervention of pediatric vestibular disorders.
3. Define the protocol to be followed for screening children suspected to have vestibular disorders.


The purpose of this study aims to determine how factors such as balance, cognition, and hearing loss affect fall risks. In order to test balance, Computerized Dynamic Posturography (CDP) testing will be done and for testing cognition, the Quick Speech-In-Noise (QuickSIN) will be used. It is predicted that when tested with balancing along with listening to speech and noise stimuli and then repeating sentences that participants will experience poorer balance.

**Learner Outcomes:**
1. Identify the possible effects of cognitive load in conjunction with balance.
2. Evaluate how balance, hearing, somatosensory inputs are interrelated.
3. Describe test batteries involved in this project.

**Poster 28. Kristen Wade, “Evaluating a Nonlinear Subtraction Technique as a Means to Acquire High-frequency Transient Evoked Otoacoustic Emissions”**

Transient-evoked otoacoustic emissions (TEOAEs) provide a non-invasive window into the frequency-specific amplification function of the inner ear. Yet, conventional TEOAE measures cannot assess frequencies beyond 3 kHz due to overlap between the evoking stimulus and the TEOAE. We implemented and tested a novel nonlinear subtraction paradigm that can overcome this limitation and provide improved signal-to-noise ratio at high frequencies that are important for early diagnosis of auditory damage.
Learner Outcomes:
1. Explain listening effort and identify the consequences individuals may face when listening in the presence of noise.
2. Describe how listening effort can be measured.
3. Identify and describe CI programming strategies to reduce listening effort.

Poster 29. Claire Maesaka, “The Impact of Language Environment on Language Development in Deaf and Hard of Hearing Children”

Current research suggests that language development in children is greatly affected by their language environment. Studies show that the differences across language environments have hindered language acquisition among some children. Similarly, research has revealed a disparity in language performance between deaf and hard of hearing children and their normal hearing peers. This literature review serves to examine whether or not the differences across language environments are responsible for this discrepancy. The results suggest that certain components of the language environment have predictive value regarding linguistic outcomes, however the difference in language performance cannot be explained by the language environment alone. Further research regarding additional factors must be considered.

Learner Outcomes:
1. Identify the components of language environment
2. Discuss the effects of language environment on language development in normal hearing and deaf and hard of hearing children
3. Determine additional variables that may impact language development
4. Apply this information to treatment planning and counseling


What are the effects of postpartum depression (PPD) on the language development of infants and toddlers? This project synthesizes current research literature and compares results suggesting that postpartum depression has indirect, direct and no effect on the language development of infants and toddlers. The strongest evidence suggests that the language development of infants and toddlers is indirectly affected by PPD. Speech-language pathologists should support young children and families affected by PPD through increased awareness, involvement in screening programs, referrals, thorough case histories and promotion of literacy stimulation activities.

Learner Outcomes:
1. Describe the overlapping and differentiating characteristics of “baby blues” and postpartum depression.
2. List three indirect effects of PPD on the language development of infants and toddlers.
3. List and describe at least three ways that speech-language pathologists can support young children and families affected by PPD.

Poster 31. Cecilia Moore, “Effects of Explicit versus Implicit Vocabulary Instruction During Shared Storybook Readings on Vocabulary Development in Young Children with Development Language”

Shared storybook reading (SSR) is a technique used by speech-language pathologists to support vocabulary development for young children with developmental language disorders (DLD). This paper investigated whether vocabulary taught using explicit techniques through embedded or extended instruction as compared to implicit instruction taught through incidental word exposure increases vocabulary development in children with DLD. The review of literature indicated that vocabulary intervention focused on explicit instruction as compared to implicit instruction alone led to increased expressive/receptive vocabulary use. The findings suggest that vocabulary intervention using explicit instruction on a few vocabulary words and promoting incidental word learning opportunities within SSR will lead to the strongest gains in vocabulary development in young children with DLD.

Learner Outcomes:
1. Describe three instruction methods used within shared storybook reading to support vocabulary development.
2. List the benefits of shared storybook reading to promote vocabulary development.
3. Integrate shared storybook reading with three vocabulary instruction methods to provide evidence-based vocabulary intervention.

Poster 32. Kelly Rogers, “AAC and Language Growth in Children with ASD”

Shared storybook reading (SSR) is a technique used by speech-language pathologists to support vocabulary development for young children with developmental language disorders (DLD). This paper investigated whether vocabulary taught using explicit techniques through embedded or extended instruction as compared to implicit instruction taught through incidental word exposure increases vocabulary development in children with DLD. The review of literature indicated that vocabulary intervention focused on explicit instruction as compared to implicit instruction alone led to increased expressive/receptive vocabulary use. The findings suggest that vocabulary intervention using explicit instruction on a few vocabulary words and promoting incidental word learning opportunities within SSR will lead to the strongest gains in vocabulary development in young children with DLD.

Learner Outcomes:
1. Describe five observational factors that impact language growth in children with ASD.
2. Analyze how multiple factors may influence AAC selection and language growth in children with ASD.
3. Identify three case history components to help predict a child’s language growth with AAC intervention.
Poster 33. Mckaylee Slagel, “Embedded Phonological Awareness Tasks in Shared Storybook Reading vs. Drill-Based Tasks for Preschool Children with DLD”

What is the effect of embedded phonological awareness (PA) intervention during shared storybook reading (SSR) compared to drill-based delivery for preschool children with a developmental language disorder? This project explored the effectiveness of SSR to enhance children’s PA skills compared to explicit PA instruction through drill-based intervention. Children who receive PA training embedded in SSR have been proven to make gains in the domains of PA, as well as their literacy and vocabulary knowledge. While children who receive drill-based intervention have improved rhyme awareness and nonword spelling skills, research does not yet indicate that drill-based intervention supports gains in all areas of PA. SSR with embedded PA tasks is more likely to produce a more significant benefit over drill-based PA intervention as all elements of PA, in addition to vocabulary knowledge and print awareness, can improve. In clinical practice, clinicians can implement strategies such as increasing the dosage of SSR with embedded PA intervention, following the PA hierarchy, and providing explicit feedback to improve the preschooler’s potential for progress.

Learner Outcomes:
1. List the proven benefits of shared storybook reading with embedded phonological awareness intervention as well as those of drill-based intervention.
2. Implement elements of shared storybook reading with embedded phonological awareness intervention with a preschool-aged child.
3. List five potential solutions to use when a child is not making progress in shared storybook reading with embedded phonological awareness intervention.

Poster 34. Isabella Underwood, “Social Skills Treatments in Autism Spectrum Disorder: Music Therapy and Social Skills Training”

Should Music Therapy be considered when targeting deficits in social skill in children with Autism Spectrum Disorder (ASD)? This project compared the outcomes of studies examining the efficacy of Music Therapy and Social Skills Training in improving social communication in children with ASD. The review suggested that current research more strongly supports Social Skills Training than Music Therapy. The evidence suggests that Music Therapy should be implemented with caution, but also discusses circumstances in which clinical judgment should be used.

Learner Outcomes:
1. Describe Music Therapy and Social Skills training as they relate to social skills in children with ASD
2. Summarize evidence supporting the use of Music Therapy and Social Skills training for the targeting of social skills in children with ASD.
3. Evaluate the potential of Music Therapy and Social Skills training for individual children with ASD.