

**Presentation Title:** Best Practices for Assessing Expressive Language Disorder in Bilingual English-Spanish Preschoolers

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Mahra Rainieri - TCNJ

**Presenter(s):** Anna Gristina

**Abstract:** As the number of bilingual Spanish-English children in the United States grows, speech-language pathologists (SLPs) must be prepared to tell the difference between a language difference vs a language disorder in bilingual individuals. This presentation explores best practices for assessing expressive language disorder in bilingual preschoolers guided by a case study of a four year old Spanish-English speaking child with autism in Union, New Jersey.

Drawing on current research and ASHA guidelines, this presentation reviews key aspects of bilingual language development, including language transfer, code-switching, silent periods, and translanguaging, and explains how these factors can impact assessment results. This presentation emphasizes the importance of avoiding over or under identification by looking beyond standardized test scores alone.

The case study highlights the use of the Preschool Language Scales–Fifth Edition (PLS-5) expressive portion, administered by a monolingual English speaking SLP with a live interpreter. The strengths and limitations of norm-referenced assessments in bilingual populations are discussed, along with the value of dynamic assessment, caregiver interviews, language sampling, and gathering multiple sources of evidence.

There is also an emphasis on best practices for collaborating effectively with interpreters and integrating augmentative and alternative communication (AAC) in a culturally responsive, family-centered way.

Attendees will leave with practical, research-informed strategies to support culturally competent assessment of bilingual preschoolers with suspected expressive language disorders. Most importantly, attendees will be encouraged to adopt a translangual therapist framework, where a therapist values linguistic and cultural diversity through using flexible and multimodal approaches.

**Learner Outcome:**

Understand bilingual language development and the relevance for professionals working in New Jersey and the United States.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Best Practices for Monolingual SLPs Conducting Aphasia Evaluations with Interpreters

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Stephanie Hubbell - Rutgers

**Presenter(s):** Nicole Perrone: Nicole Perrone is a first-year Speech-Language Pathology graduate student at Rutgers University. Nicole is interested in working across the lifespan with adults and children in settings such as outpatient rehabilitation and private practice. Bella Sanchez: Isabella Sanchez is a first-year Speech-Language Pathology graduate student at Rutgers University with a strong interest in medical SLP, particularly within pediatric settings. Her academic and clinical interests center on pediatric feeding and swallowing. Ava Voight: Ava Voight is a first-year Speech-Language Pathology graduate student at Rutgers University. Ava is interested in working in pediatric development in the medical and private practice setting. Her specific interests include motor speech disorders, as well as feeding and swallowing. Kate Woo: Kate Woo is a first-year Speech-Language Pathology graduate student at Rutgers University with interests in early intervention and hospital-based settings. Her research focuses on motor speech disorders and speech-language development in children with fragile X syndrome, autism spectrum disorder, and Down syndrome, emphasizing pragmatic language, and prosody. Stephanie Hubbell: Stephanie Hubbell, MS., CCC-SLP, is a licensed speech-language pathologist and Director of Clinical Education within Rutgers University's MS Speech-Language Pathology program. She strives to ensure her students learn and apply culturally responsive practices within their work with clients via didactic instruction, simulations, and hands-on supervision.

**Abstract:** According to ASHA's 2024 survey of multilingual service providers (MSPs), 33.3% of New Jersey individuals reside in non-English dominant households, and a full 13.5% of the NJ population speaks and understands English at a level rated less than "very well." Together, these statistics indicate a high overall need for speech-language services in languages other than English. Despite this high demand, however, only 9.9% of NJ-based SLPs are considered MSPs. The rising cultural and linguistic variability in the United States and limited number of bilingual service providers highlights the need for training monolingual English speaking SLPs to use interpreters to provide quality care for all clients.

In this case review, a team of four monolingual Rutgers MSSLP graduate student clinicians will describe how they planned, implemented, and analyzed an evaluation of a Spanish-speaking individual with Aphasia using an interpreter. Using a case review format, this poster presentation will describe a procedure for how the team engaged an interpreter to ensure necessary tasks were translated and roles and responsibilities were clear in advance of testing, implemented the full testing protocol via the interpreter, and worked with the interpreter to analyze client performance. Based on the case, students will (1) describe the importance of having an interpreter present throughout the assessment process, (2) share key considerations for administering formal and informal assessments via interpreter – such as maintaining responsibility for test administration and making real-time modifications of testing protocols – and (3) discuss how interpreters can support SLPS in analyzing bilingual client performance.

**Learner Outcome:**

List three benefits of engaging an interpreter within the assessment planning process for bilingual clients

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** C.A.R.E Model: A Paradigm Shift in Treating Fluency Disorders

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** N/A - TCNJ

**Presenter(s):** Alejandro Camarena

**Abstract:** This presentation examines the C.A.R.E. model (Communication, Advocacy, Resilience, and Education) developed at the Arthur M. Blank Center for Stuttering Education and Research and explores how it represents a shift away from traditional fluency-focused approaches to stuttering therapy. Conventional stuttering interventions have often prioritized the reduction or elimination of stuttering behaviors through techniques designed to increase fluency. In contrast, the C.A.R.E. model adopts a holistic, person-centered framework that emphasizes empowerment, self-advocacy, and communicative participation rather than the pursuit of perfect fluency.

The model encourages individuals who stutter to develop confidence in their communication, build resilience in the face of stigma, and advocate for themselves in academic, professional, and social environments. By reframing therapy goals, the C.A.R.E. approach prioritizes the overall well-being and communicative identity of the speaker rather than focusing solely on speech modification.

In addition to examining the principles of the C.A.R.E. model, this presentation will address current research on the neurological foundations of Stuttering. Although several studies suggest neurological differences in individuals who stutter, the precise neurological basis of stuttering remains unclear. This limitation highlights gaps in current research methodologies and the need for continued interdisciplinary investigation.

Drawing from firsthand experience working with clinicians and participants at the Arthur M. Blank Center for Stuttering Education and Research, this presentation will also reflect on how the C.A.R.E. model is implemented in practice. These observations demonstrate how the model fosters supportive environments that prioritize communication, resilience, and self-advocacy.

**Learner Outcome:**

Learn about the genetics and simple neurological processes that all people who stutter have in common

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Challenging Misinformation & Encouraging Evidence-Based Practice in Speech-Language Pathology

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Robyn Becker, SLP.D., CCC-SLP E - Montclair

**Presenter(s):**

Kaitlyn Verney, BS.,  
Robyn Becker, SLP.D., CCC-SLP

**Abstract:** Clinical Scenario: Social media platforms spread information and misinformation rapidly and accessibly. It may be beneficial for clinicians to understand the factors that contribute to the spread of misinformation and learn effective strategies that can decipher the trends from the truth in the field of speech-language pathology.

Clinical Question: Why does misinformation spread so rapidly in the field of speech-language pathology? What strategies can we use to counteract the spread of misinformation?

Search Strategy: Using critical appraisal techniques, articles were gathered from peer-reviewed journals within the field of communication sciences and disorders. Inclusion criteria consisted of articles that discussed evidence-based practice (EBP), social media, clinical practice, misinformation, critical appraisal strategies, accessibility of research, and “hot topics” within the field of speech-language pathology. Utilizing the Strength of Recommendation Taxonomy, the articles included met a criterion of at least level 2 or letter B.

Key Findings: Research indicates that EBP is constantly evolving. As a result, SLPs need to continuously evaluate the effectiveness, validity, and reliability of the clinical practices they utilize. However, barriers to evidence-based practice can lead to more ineffective practice due to the inaccessibility of research outside of graduate school, a lack of studies that focus on clinical implementation, and the easy accessibility of misinformation on social media.

Clinical Bottom Line: Both clinical and academic SLPs share responsibility to showcase implementation of evidence-based practice as well as develop resources that make EBP for speech-language pathologists long after graduate school and their clinical fellowship year.

**Learner Outcome:**

Explain why social media misinformation on speech-language pathology spreads rapidly and effectively

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Clinicians' Perspectives of Structured vs. Child-Led Approaches to Oral Aversion Therapy

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Monika Pawlowska - Stockton

**Presenter(s):** Sarah Wickham, Dr. Monika Pawlowska, Dr. Stacy Gallese Cassel (Author Not Attending)

**Abstract:** An oral aversion is a type of pediatric feeding disorder involving fear or refusal to eat, often due to sensory, developmental, or anatomical factors (Edwards et al., 2015). Feeding difficulties can be seen in up to 45% of typically developing children and up to 80% of children with developmental delays, which shows a need for intervention (Lefton-Grief & Arvedson, 2007). There are currently two approaches to treating pediatric feeding disorders: one structured and the other child-led. No existing studies have explored clinicians' perspectives on the two approaches. This study addresses that gap by asking the following research question: How do Speech Language Pathologists (SLPs) perceive differences between structured oral desensitization protocols and child-led approaches to oral aversion therapy?

Participants included licensed SLPs with experience providing oral aversion therapy. A 30-question survey was developed with input from Communication Sciences and Disorders program faculty. The questions focused on intervention methods, perceived effectiveness, and caregiver involvement in oral aversion therapy. Recruitment occurred through the New Jersey Speech-Language-Hearing Association and the ASHA Special Interest Group 13 community page. The survey was open from May 19, 2025, through July 10, 2025. Quantitative data were analyzed using descriptive statistics, and qualitative responses underwent thematic analysis. Results showed distinct benefits and challenges for both approaches; a combination of approaches was supported by the majority of clinicians. Regardless of the approach used, caregiver involvement was considered necessary.

**Keywords:** Oral Aversion, Pediatric Feeding Disorder, Structured Approach, Child-Led Approach, Caregiver Involvement

**Learner Outcome:**

explain what oral aversion is

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Comparing Counseling Approaches in Speech-Language Pathology

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Shivani Raina - Kean

**Presenter(s):** Annisa Elliot, Melanie Moreno, Kothman@kean.edu

**Abstract:** **PURPOSE:** The purpose of this study is to compare and contrast the behaviorist, cognitivist, and humanistic approaches in Speech-language pathology. The clinical applications of the three approaches are analyzed and explored.

**METHODS:** A literature review was conducted to compare the cognitive, humanistic, and behaviorist frameworks. Each of the counseling frameworks were explored through informing clinical applications of counseling to support effective outcomes in therapy for clients receiving speech-language services (Camarata et al., 2024). The behavioral approach emphasizes observable, measurable changes in behavior. The cognitivist approach reframes distorted cognitive schemas (Chystovska et al., 2024). During therapy, the clinician helps the patient improve their ability to modify dysfunctional thinking and beliefs. The reasoning behind interventions and skills learned is also incorporated into therapy when using a cognitive approach. The humanistic approach focuses on emotional connection, empathy, and self-actualization. Clinicians create a safe and encouraging environment that empowers clients to explore their feelings and take ownership of their growth.

**RESULTS/ CONCLUSION:** Counseling in speech-language pathology helps clients and families cope with the emotional and social challenges of communication disorders, delivered in therapy or through caregiver guidance. The behavioral approach focuses on observable changes through reinforcement, prompting, and modeling. The cognitive approach targets clients' thoughts and beliefs to influence behavior and coping, challenging negative self-talk, and promoting adaptive thinking. The humanistic approach emphasizes empathy, active listening, and client-centered care to build trust, encouraging intrinsic motivation. These approaches can be combined depending on client needs, addressing both behavior and emotion.

**Learner Outcome:**

Identify the differences between the cognitive, behaviorist, and humanistic frameworks.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Conversational Cues In Human-Chatbot Dialogue

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Iyad Ghanim - Kean

**Presenter(s):** Krista Marchisella, Michael Savino

**Abstract:** This study examines speakers' conversational cues when interacting with other humans as compared to having conversations with artificially-intelligent (AI) chatbots. Previous research found that long pauses and filler words evoke negative impressions of communicators, such as uncertainty (Von Zant et al., 2025), but also that pauses can make the communicator seem more helpful and can elicit assents in conversation (Seals & Coppock, 2022). Recent research has shown that fillers produced by AI systems increase users' transparency and trust (Obremski et al., 2025). However, little is known about how human speakers adjust their own use of fillers when interacting with AI chatbots, where social pressures and turn-taking constraints are reduced.

In the present study, we examine differences in pauses between the end of the chatbot to the human speaking and filler words (e.g., um, uh, uh-huh, yuh, like, you know) during human-to-human and human-to-AI conversations. To assess this, 10 adults completed four conversation tasks: including human male vs. AI male and human female vs. AI female. After conversations, they completed the post survey rating different aspects of the conversation.

Data collection is ongoing and projected to finish in March 2026. Based on preliminary data, we expect that the speakers will produce fewer, shorter fillers when interacting with AI compared to human partners, demonstrating a shift in conversational norms when social pressures/demands are minimized. This research contributes to our understanding of which aspects of disfluency are socially motivated versus structurally necessary in conversation and the effects of technology.

**Learner Outcome:**

evaluate the impact of AI on communication norms.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Conversational Cues In Human-Chatbot Dialogue

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**Learner Outcome:**

evaluate the impact of AI on communication norms.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Conversations with AI and Its Impact of Social Pragmatic Language

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Iyad Ghanim - Kean

**Presenter(s):** Naomi Louis, Toniann Prestigiacomio, Annisa Elliott

**Abstract:** The purpose of this project is to examine social pragmatic skills during human-to-human interactions as compared to when humans converse with AI chatbots. We examined elements of speaker's language in terms of emotional words, politeness markers and self-reported perceptions of social interactions, as well as the effect of participants' autistic-like traits. Previous research finds women are more likely to use politeness markers like hedging (e.g., "perhaps, maybe, I guess apologizing, and indirect speech (circumlocutions in conversations (Hoang, 2023; Leaper & Robnett, 2011) often associated with stereotypes of women's roles in society. We test the number of politeness markers humans make when talking to AI chatbots, where there is less of a social pragmatic reason for doing so. Further research finds people with autism, experienced a disconnect in social norms and their perception of those norms during social interactions (Walsh et al., 2025). Compared to neurotypical peers, autistic people had less friendship quality with less companionship, help, security, and closeness, experiencing more conflicts in friendships (Li and Shum, 2025). Therefore, we evaluated the effects of autistic-like traits as well as the presence of emotional language in four ten-minute conversations with humans and AI chatbots, male and female. After each conversation they completed a post-survey. Data collection is ongoing and projected to finish in March 2026. This research informs our understanding of how neurodivergent and neurotypical males and females mentally model AI as a social agent and can identify how technology may shape emotional communication norms over time.

**Learner Outcome:**

Define politeness markers and their role in conversation.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Counseling in Speech-Language Pathology

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Shivani Raina - Kean

**Presenter(s):** Bethany Gallagher & Brian Bejarno

**Abstract:** Purpose: This study compares and contrasts the Cognitivist and Humanistic approaches in counseling and explores their clinical application in speech-language pathology. A review of the literature was conducted, and it revealed that both approaches are increasingly used to address communication difficulties and emotional well-being in clients.

Methods/Discussion: A review of the literature was conducted. Studies used both approaches in various clinical contexts. Cognitivism focuses on the relationship between thoughts, emotions, and behaviors. It helps individuals identify and modify maladaptive thinking patterns to improve emotional and behavioral outcomes (Schaffer et al., 2021). In this model, the speech-language pathologist (SLP) acts as a guide, offering structured strategies for cognitive and behavioral change. In contrast, the Humanistic approach is person-centered, emphasizing individual experience, empathy, and self-actualization (Hiatt, 2022). The SLP facilitates a supportive environment, prioritizing authenticity, self-awareness, and therapeutic rapport to foster personal growth. Both models emphasize self-awareness and rely on a trusting therapist-client relationship. In clinical practice, these approaches can be integrated to support both functional communication and emotional health. For example, in stroke recovery, memory strategies and problem-solving tasks (Cognitivist) can be paired with reflective dialogue and storytelling (Humanistic) to process emotions and reinforce identity.

Conclusions: Overall, counseling in speech-language pathology supports clients and families in coping with the psychological impact of communication disorders. A Humanistic approach encourages empathy, collaboration, and narrative exploration, while Cognitivism provides tools for structured change. Integrating both frameworks allows for holistic intervention that addresses both communication goals and psychosocial well-being.

**Learner Outcome:**

Understand and differentiate between the cognitive and humanistic frameworks.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Counseling in Speech-Language Pathology: Cognitivist and Humanistic Approaches

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:**

Bethany Gallagher BA  
Brian Bejarano BA  
Shivani Raina

**Presenter(s):**

Bethany Gallagher BA  
Brian Bejarano BA  
Shivani Raina

**Abstract:** "Purpose: This study compares and contrasts the Cognitivist and Humanistic approaches in counseling and explores their clinical application in speech-language pathology. A review of the literature was conducted, and it revealed that both approaches are increasingly used to address communication difficulties and emotional well-being in clients.

Methods/Discussion: A review of the literature was conducted. Studies used both approaches in various clinical contexts. Cognitivism focuses on the relationship between thoughts, emotions, and behaviors. It helps individuals identify and modify maladaptive thinking patterns to improve emotional and behavioral outcomes (Schaffer et al., 2021). In this model, the speech-language pathologist (SLP) acts as a guide, offering structured strategies for cognitive and behavioral change. In contrast, the Humanistic approach is person-centered, emphasizing individual experience, empathy, and self-actualization (Hiatt, 2022). The SLP facilitates a supportive environment, prioritizing authenticity, self-awareness, and therapeutic rapport to foster personal growth. Both models emphasize self-awareness and rely on a trusting therapist-client relationship. In clinical practice, these approaches can be integrated to support both functional communication and emotional health. For example, in stroke recovery, memory strategies and problem-solving tasks (Cognitivist) can be paired with reflective dialogue and storytelling (Humanistic) to process emotions and reinforce identity.

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**Learner Outcome:**

Understand and differentiate between the cognitive and humanistic frameworks.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Diverse and Uncommon Etiologies of Acute Aphasia: A Systematic Review

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Marissa Alda; Emily Balda, Dr. Venugopal Balasubramaniam

**Presenter(s):** Marissa Alda and Emily Balda

**Abstract:** Background and aims. There has been a growing trend in the identification of ‘uncommon etiologies’ associated with acute aphasia. It is widely recognized that etiology determines recovery (Curtis & de Bode, 2001; Hoffman, Schmitt, & Bromley 2009). The current study is the first of its kind to provide a comprehensive, up-to-date review of the uncommon etiologies of acute aphasia found in articles published during 1961-2025. This review offers easy access to information for the benefit of health care professionals.

**Method.** A systematic review of publications related to the topic was undertaken. A total number of ten databases were consulted: Nursing and Allied Health Database, CINAHL Database, PubMed, Cochrane, ABI/INFORM GLOBAL, PsychARTICLES, PsychINFO, Social Science Database, Science Direct, Scopus. Publications pertinent to uncommon etiologies were found in over 110 journals. Inclusion criteria: publication should provide adequate description of etiology and aphasia characteristics.

**Results.** The current study identified well over 100 etiologies associated with acute aphasia. Different classes of etiologies include the following: metabolic disorders (e.g., hyponatremic encephalopathy and nonketotic hyperglycemia), infectious diseases (e.g., typhoid fever, and cat scratch disease), neurological conditions (e.g., MS, MELAS, CADASIL, and cortical spreading depression). Additional etiologies such as toxicity, seizure disorders, and autoimmune conditions were also found in cases with acute aphasia. Nearly all classical aphasia syndromes and variants were found in the analysis. Subjects in all studies were tested with both neuro imaging/ neurophysiological, as well as aphasia tests.

**Conclusion.** This review highlights the complexity and diversity of aphasia presentations with uncommon etiologies.

**Learner Outcome:**

At the culmination of the session the participant will demonstrate an increased awareness of patient populations who may require aphasia screening at hospital admission, even when symptoms arise from non-stroke or unexpected medical conditions.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Expressive Language Processing in Sports-Related Concussion

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Caryn Grabowski - Seton Hall

**Presenter(s):** Melissa Unger, Caryn Grabowski MS, CCC-SLP, Jisook Ahn, Ph.D., & Sona Patel, Ph.D.

**Abstract:** Sports-related concussion is highly prevalent in the college athlete population. Concussions are known to cause a range of cognitive symptoms that can be challenging to detect and monitor through recovery. Changes in functions including information processing, complex memory and attention, and executive function have been identified in the population; however, in milder sports-related concussion less is known about the specific changes experienced by athletes in these domains. This work aims to examine the differences in expressive language processing in athletes with concussion when compared to baseline testing performance. Twenty Division I athletes completed a timed task of generative naming to basic categories during preseason testing and then again within the days following diagnosis of a sports-related concussion. Within-participant analysis revealed varying trends, with the majority of athletes demonstrating a slight decrease in verbal fluency with concussion as compared to baseline. A between-group analysis also demonstrated slightly greater mean scores at baseline when compared to the concussion group. When examining time efficiency during the task, differences were observed in word retrieval rate, with a slight reduction in speed in particular intervals when concussion was present. Overall, the findings suggest minor changes in expressive language processing in sports-related concussion. Further analysis is needed to examine the statistical significance of these findings with a larger sample.

**Learner Outcome:**

Identify the common cognitive changes experienced in the presence of concussion

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** How do Humans Perceive the Credibility of Artificial Intelligence (AI)?

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Iyad Ghanim - Kean

**Presenter(s):** Gianna Galuppi, Searra Gross

**Abstract:** This study examines how humans perceive the credibility of statements spoken by an artificial intelligence (AI) chatbot, both in conversation and when listening to pre-recorded true/fiction statements. Previous research finds a lower female vocal pitch is associated with warmth-related perceptions, but intelligence was judged based on content. For male voices, higher pitches were perceived as warmer, while low-pitched voices were judged more as competent (Wu et al., 2023). Research also indicates that people trust statements written by humans when they are not informed about who wrote it; when informed, they trust both about equally (Wu et al., 2023). Our study tests how participants informed about authorship perceive statements in terms of their warmth, confidence, and trustworthiness. To assess this, 10 adults had four conversations: one with a male AI, a human male, a female AI, and a human female. The participant's voice during conversation was analyzed with PRAAT software to compare pitch across all samples. In a second study, 43 participants listened to 40 audio clips of true or false statements spoken by male/female humans/AI and rated the statement's credibility and whether the voices sounded warm, confident, certain, and engaged. Data collection is ongoing and projected to finish in March 2026. Similarly to previous research, we expect that females with lower vocal pitch correlates with warmth perceptions, but not competence, while higher-pitched male voices were perceived as warmer and low-pitched voices were judged as competent. Studying AI conversations may inform social conversational norms in human-human interactions.

**Learner Outcome:**

Participants will be able to describe how humans perceive the credibility of spoken statements based on vocal pitch.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Identifying AAC Software Barriers: Increasing Communication for Individuals with ASD

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Lindsay Kaffl, SLPD, CCC-SLP, ATP: Kean

**Presenter(s):** Kaitlyn Alavarces: Brian Bejarano: Bethany Gallagher: Brittany Lisboa: Emily Morales: Aida Perovic: Daniel Rashad: Kathy Torres

**Abstract:** Autism Spectrum Disorder (ASD) is defined as a neuro-developmental disorder characterized by deficits in communication. Individuals with ASD present with a range of communication needs, often requiring the implementation of augmentative and alternative communication (AAC) to increase communication skills. Research is beginning to trend in the direction of the use of high-technology systems specifically, stating that these systems are more preferred when presented to individuals with ASD. However, little is known regarding what specific software systems are beneficial for ASD on high-technology systems, impacting how SLPs select software systems on these devices and how clients with ASD progress in therapy. Therefore, this study aims to determine what the most common barriers of types of AAC software (i.e., Proloquo2Go, GoTalk NOW Plus, TD Snap, TouchChat Wordpower) are in the ASD population. Additionally, this study aims to determine if one software is perceived to be more useful than another in terms of increasing communication outcomes for individuals with ASD. Survey methods, with both quantitative and qualitative components, are being utilized to gather data regarding SLP perspectives on the four AAC softwares. Questions focus on software ease of use, generalizability, and communication progress. It is hypothesized that Proloquo2Go will be the most preferred software by SLPs, as current research states SLPs have observed progress with this software specifically when used in the ASD population.

**Learner Outcome:**

Compare and contrast the strengths and weaknesses of the targeted high-technology AAC software systems.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Integrating Innovation in Speech-Language Therapy with Makey Makey

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Erik X. Raj, Ph.D., CCC-SLP - Monmouth University

**Presenter(s):** Diana Kingren and Erik X. Raj, Ph.D., CCC-SLP

**Abstract:** This presentation explores the integration of Makey Makey as a tool in speech-language therapy. The Makey Makey is an affordable invention kit that turns any conductive object into touchpad controllers for a computer, without any need for programming or software installation. This device works by connecting the board to a computer and utilizes alligator clips to attach different conductive objects to the board, allowing each object to control a different computer key or the mouse. Once connected, there are a variety of different freely available apps designed by the Makey Makey company to be utilized, or an individual could create their own activity to work in conjunction with the board. This exploration enables and encourages future clinicians to think outside of the box and recognize how unconventional therapy materials can be repurposed and have potential as therapeutic tools while employing evidence-based practice. The variability of the Makey Makey allows for easy customization to a client, their interests, and their goals. This presentation utilizes the device and the Makey Makey Piano App to progress through a customized story. These activities were utilized and geared towards a younger client with an articulation goal. This poster highlights the potential of the Makey Makey and how it can be used as an alternate creative outlet within speech sound therapy. The Makey Makey allows for clinicians to enter a new level of creativity and innovation which will allow for therapy sessions to be fun, engaging, and impactful, while fostering greater connection.

**Learner Outcome:**

understand how unconventional materials can be utilized to enhance a speech-language therapy session.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Key Factors Driving Audiologist Confidence in Tinnitus Care

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Mitra Britton, Ph.D.

Authors (in order): Cynthia Lugo, B.A., Dr. Mitra Britton, Ph.D., Dr. Maryrose McInerney, Au.D., Dr. Subong Kim, Ph.D., Dr. Christopher Donoghue, Ph.D.

**Presenter(s):** Cynthia Lugo, B.A.

**Abstract:** Tinnitus is a common and often distressing condition for which audiologists are frequently the first point of contact. Despite established clinical practice guidelines supporting standardized tinnitus assessment and management, variability in clinical practice and audiologist confidence persists. This study aims to evaluate the confidence levels of currently practicing clinical audiologists in providing tinnitus care and to identify factors contributing to that confidence. A survey-based design was employed using an anonymous online questionnaire distributed to currently practicing clinical audiologists. The survey assesses demographic characteristics and five primary confidence-related domains: clinical experience, graduate-level education, knowledge of clinical practice guidelines, time commitment, and continuing education. Data will be using a multiple regression analysis to determine which factors are significantly associated with higher confidence in tinnitus assessment and management. Findings are expected to clarify how educational background, professional experience, and access to tinnitus-focused continuing education influence audiologist confidence. Understanding these relationships may inform improvements in graduate training, professional development opportunities, and adherence to evidence-based guidelines. Ultimately, enhancing audiologist confidence has the potential to improve consistency, quality, and patient-centered outcomes in tinnitus care.

**Learner Outcome:**

At the culmination of the session the participant will be able to analyze current audiology practices for effective tinnitus care.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** School Professionals Perspectives on Factors Influencing MTSS Implementation

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Melissa Jacob and Dr. Iyad Ghanim - Kean

**Presenter(s):** Amanda Bonavita, Caitlin Chiodo, Angela Cuccio, Keyara Davis, Brianna Gambino, Maria Karwowski, Melanie Moreno, Rebecca Roberman

**Abstract:** Multi-Tiered System of Supports (MTSS) is a framework that provides academic, behavioral, and social-emotional support to students through tiered intervention and data-based decision-making. Response to Intervention (RTI) is a component of the MTSS framework that delivers support through increasing levels of intensity beginning with universal instruction, advancing to targeted and intensive intervention. Within MTSS, speech-language pathologists, teachers, school psychologists, and occupational therapists provide support across all tiers through universal screening measures and progress. However, current literature suggests inconsistent engagement with MTSS across professions. Barriers include lack of administrative support, time constraints, lack of training, and varied personal beliefs about individual roles and the effectiveness of MTSS. Using Goodson's Educational Change Model, this study sought to examine perspectives on personal, internal, and external factors that influence involvement in the implementation of MTSS using a 21-item Likert scale survey with three open-ended responses. Preliminary data analyses revealed that among SLPs, internal, external, and personal factors were significantly and positively correlated. Among school psychologists, only external and personal factors were correlated. Independent samples of t-tests between SLPs and school psychologists revealed no statistically significant differences on internal, external, and personal factors. Future data analyses will include correlational analysis on factors in teachers and occupational therapists, as well as statistical comparisons between groups.

**Learner Outcome:**

Individuals will be able to define MTSS/RTI.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** School Professionals Perspectives on Factors Influencing MTSS Implementation

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**Abstract:** Multi-Tiered System of Supports (MTSS) is a framework that provides academic, behavioral, and social-emotional support to students through tiered intervention and data-based decision-making. Response to Intervention (RTI) is a component of the MTSS framework that delivers support through increasing levels of intensity beginning with universal instruction, advancing to targeted and intensive intervention. Within MTSS, speech-language pathologists, teachers, school psychologists, and occupational therapists provide support across all tiers through universal screening measures and progress. However, current literature suggests inconsistent engagement with MTSS across professions. Barriers include lack of administrative support, time constraints, lack of training, and varied personal beliefs about individual roles and the effectiveness of MTSS. Using Goodson's Educational Change Model, this study sought to examine perspectives on personal, internal, and external factors that influence involvement in the implementation of MTSS using a 21-item Likert scale survey with three open-ended responses. Preliminary data analyses revealed that among SLPs, internal, external, and personal factors were significantly and positively correlated. Among school psychologists, only external and personal factors were correlated. Independent samples of t-tests between SLPs and school psychologists revealed no statistically significant differences on internal, external, and personal factors. Future data analyses will include correlational analysis on factors in teachers and occupational therapists, as well as statistical comparisons between groups.

**Learner Outcome:**

Individuals will be able to define MTSS/RTI.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Seeing the Signs- Or Missing Them? Early Intervention in NYC

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Sarah Patten - Kean

**Presenter(s):** Lisa Belle M.S. CCC-SLP/TSSLD-BE

**Abstract:** Culturally and Linguistically Diverse (CLD) children in NYC's Early Intervention (EI) Program often face delayed diagnosis of developmental delays and Autism Spectrum Disorder (ASD), despite evidence of early diagnosis benefits. While pediatricians may refer, the EI providers conduct initial evaluations and make referral decisions, thereby positioning them as gatekeepers. This qualitative study examines how EI providers may contribute to under-identification and service delays, exploring their perspectives, decision-making, and policies to identify barriers such as training gaps, cultural competence, bias, parental engagement, and systemic issues. Participants were recruited via email from various NYC EI agencies, and responses were obtained from professionals across disciplines, including speech-language pathologists. Participants completed surveys with an embedded video of a CLD child during play and were asked various closed- and open-ended questions. Questions were also based on EI policies and procedures. Participants were then interviewed to gather more detailed information. By centering the provider's role, this study shifts the focus from family- and child-level explanations to modifiable professional and systemic factors. Results may reveal discrepancies between providers' perceived and actual abilities to detect early signs, thereby revealing systemic gaps. Findings may support the use of structured decision-making tools, increased collaboration across EI disciplines, and ongoing self-reflection to reduce bias in evaluation practices. Strengthening provider knowledge and confidence may improve early identification, promote appropriate referrals, and ensure timely, equitable access to services for CLD children.

**Learner Outcome:**

Describe the role of Early Intervention providers in the identification of developmental delays and Autism Spectrum Disorder (ASD) among culturally and linguistically diverse (CLD) children.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Simulated learning: Changing Attitudes on interprofessional collaboration

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Sarah Patten - Kean

**Presenter(s):** Heather Callaghan, Natalie Laforgia, Camila Leon, and Veronica Velez

**Abstract:** The increasing complexity of healthcare delivery and persistent workforce shortages underscore the growing need for effective interprofessional collaboration (IPC). However, traditional single-profession educational models may contribute to the development of professional identities (PI) that do not fully support collaborative practice (Van der Weerd et al., 2025). In response to this need, Kean University implemented simulation-based educational events. The Grand Rounds, in which healthcare students from multiple disciplines collaboratively analyze a case study and describe the roles and responsibilities of their respective professions in patient care.

Students completed pre- and post-event questionnaires with multiple-response options to report their attitudes toward interprofessional collaboration. The questionnaire was designed utilizing the Interprofessional Attitudes Scale (IPAS)(Norris, et.al 2016). Although collaboration and communication are complex constructs that are difficult to quantify, prior research demonstrates that post-intervention attitudinal measures provide meaningful evidence of positive change in interprofessional perceptions (Archibald et al., 2021).

This retrospective qualitative study utilized existing pre- and post-survey data from students across multiple healthcare disciplines. Survey's were used to evaluate the impact of Grand Rounds simulation participation on students' perceptions of interprofessionalism. Descriptive statistical analyses were conducted on the data, and inferential statistics were employed where appropriate. Specifically, the study explored whether the simulation experience altered the students' attitudes toward working alongside other healthcare disciplines. It is hypothesized that, upon full analysis of the data, a measurable change will be observed in attendees' attitudes toward interprofessional care. Findings from this research may inform future curricular design and interprofessional education initiatives in healthcare training programs.

**Learner Outcome:**

Attendees will identify changes in student attitudes toward interprofessional collaboration following a simulated learning event.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Social and Cognitive Workplace Skills of High-Functioning Individuals with Disabilities

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Betty Kollia - William Patterson

**Presenter(s):** Arianna Greco, Korinne Massoni, Juliana Morella

**Abstract:** Having a job is deemed a normal and expected part of society; however, adults with intellectual and developmental disabilities (IDDs), face significant employment challenges. These have become a growing concern that requires serious attention and improvement. Adults with IDDs are significantly underemployed, despite having adequate skills for specific jobs. The goal of this research is to study specific factors that may interfere with employment in adults with IDDs. Social and cognitive parameters such as conflict resolution skills and task sequencing skills play an important role in the perception of employers, parents, and persons with IDDs. We examine the degree of agreement between adults with IDD, their parents/caregivers, and employers on the necessary social and cognitive skills for successful participation in the workforce.

**Learner Outcome:**

Discuss current employment statistics related to adults with developmental and intellectual disabilities (DD/IDD).

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Speech Perception Assessments: An Investigation of Validity and Clinical Implications

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Sara Patten - Kean

**Presenter(s):** Christena Armento, Anjela Gaimaro, and Madison Reel

**Abstract:** Speech-Language Pathologists rely on effective assessments to establish needs and baseline evidence for their clients. The validity of some assessments have been challenged (LEADERS, n.d., Meyer & Pisoni, 2012), undermining efficacy considerations. Speech Perception Assessments (SPAs) are available in both open and closed set formats, and their construct validity has been questioned (Schafer, 2010). This study aims to examine those SPAs in more detail, particularly their content validity. Northwestern University Children's Perception of Speech (NU-CHIPS), McCormick Toy Discrimination Test, and Phonetically Balanced Kindergarten Test (PBK) tests contents were thoroughly analyzed. The NU-CHIPS and the McCormick tests are closed-set tests; the NU-CHIPS uses picture stimuli, while the McCormick test uses toy manipulatives to target word lists. The PBK is an open-set test that uses a target word list presented auditorily to the participants.

Each of the tests were looked at for phonetic components, word familiarity, word categories, etc. The data was considered within and between tests using descriptive and inferential statistical analyses, and content analysis on words. Our hypothesis is that test content validity may not be the same as the authors of these tests originally claimed. These researchers also considered the strength of each one of these assessments. SLPs should be aware of these implications when administering SPAs to help determine clinical decision making.

**Learner Outcome:**

List two validity concerns within speech perception assessments.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Speech Perception in Quiet for Bilinguals With and Without a Mask in Bilingual Russian/English Speakers

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Natalie Niyazov/Dr. Ilse Wambacq - Montclair

**Presenter(s):** Natalie Niyazov

**Abstract:** The ability to perceive speech accurately relies on both auditory and visual cues, and this multimodal integration becomes especially important in complex listening environments. For bilingual individuals, who often face increased challenges in adverse listening conditions, the presence or absence of visual speech information can significantly affect comprehension. This study investigated how mask-wearing, which alters both the visual and acoustic properties of speech, impacts speech perception in quiet among bilingual Russian-English and monolingual English-speaking adults. Twenty adults (10 bilingual, 10 monolingual) listened to high-predictability sentences presented under four conditions: with and without a mask, and with the speaker's mouth visible or obscured. Results showed that monolingual participants consistently outperformed bilinguals across all conditions. The most pronounced differences emerged when visual cues were removed, especially when the speaker's mouth was obscured but no mask was worn, isolating visual input. Bilinguals demonstrated a greater reliance on visual facial cues, as indicated by significantly lower accuracy in visually restricted conditions. However, both groups were similarly affected by the acoustic changes introduced by mask-wearing. Behavioral observations also indicated greater listening effort and frustration among bilingual participants in visually limited conditions. These findings suggest that bilingual individuals may depend more heavily on visual information to compensate for increased processing demands in their second language. The results highlight the importance of considering multimodal communication strategies in environments where visual cues may be limited, particularly for bilingual populations.

**Learner Outcome:**

Learn about how speech relies on more than just hearing

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Strengthening SLP Support for Bilingual Children in Early Intervention

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** -

**Presenter(s):** Leslie Jimenez

**Abstract:** With the increasing number of bilingual children in Early Intervention. Questions begin to arise regarding the support speech-language pathologists have to provide effective, equitable services. SLPs are tasked with advocating for both the child and themselves while delivering culturally responsive care. Limited exposure to the range of language development across diverse languages can lead to misconceptions. Increase the risk of over or under identification of language disorders. Additionally, a lack of cultural humility may hinder understanding of the child's needs and family perspectives. This poster explores strategies to strengthen SLP preparation and clinical experiences within the bilingual population. Insights were gathered through interviews with supervising SLPs and student SLPs, revealing common gaps in experience and access to resources needed to provide effective services. Key themes include insufficient hands-on experience with bilingual children, limited training in culturally responsive assessment, and challenges in implementing family centered intervention. Enhancing clinicians knowledge and self-awareness is essential for reducing misidentification and ensuring linguistically appropriate, family centered care. This poster highlights practical approaches to support SLPs in delivering equitable services and improving outcomes for bilingual children and their families.

**Learner Outcome:**

Analyze how limited clinical preparation and experience may impact assessment and intervention outcomes for bilingual children in Early Intervention.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Talk the Talk(er): What Happens When Teachers Receive Targeted AAC Training?

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Sarah Patten - Kean

**Presenter(s):** Jacqueline Marchese M.S., CCC-SLP, TSSLD

**Abstract:** Special education teachers play a critical role in supporting students who use augmentative and alternative communication (AAC); however, many report limited training, low confidence, and difficulty translating AAC strategies into classroom practice. This quasi-experimental study investigates special education teachers' perspectives, knowledge, and application of AAC following targeted professional development. Sixty special education teachers and graduate-level student teachers will be assigned to either an experimental group receiving AAC-specific training or a control group receiving general expressive language training for complex communicators. Using a pre-post design, participants will complete surveys assessing AAC knowledge, confidence, and attitudes toward implementation. Participants will also score a researcher-developed communication checklist and write individualized education program (IEP) goals based on a standardized video stimulus of a child using AAC. Primary outcome measures include changes in checklist scoring accuracy, quality of IEP goals, and self-reported confidence and competence in implementing AAC strategies. Between- and within-group analyses will examine whether targeted AAC training results in greater gains than general expressive language instruction. A follow-up survey administered one month post-intervention will explore teachers' perceived generalization of AAC strategies to classroom practice. In addition to examining training outcomes, this study emphasizes practical application by identifying specific AAC strategies that educators and related service providers can apply to their own practice to support collaboration with special education teachers. Findings aim to inform the design of effective, practice-focused professional development models and strengthen interdisciplinary collaboration to improve communication opportunities for students with complex communication needs.

**Learner Outcome:**

Participants will be able to describe how targeted AAC training affects teachers' knowledge, confidence, and use of AAC in the classroom compared to general language training.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** The Effects of Linguistic Proficiency on Speech-in-Noise Measures

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Maryrose McInerney - Montclair

**Presenter(s):** Megan Bieger

**Abstract:** Language plays a central role in everyday listening and understanding, and underlies most clinical speech-in-noise tests. There is no gold standard for testing speech-in-noise and no prescription for the amount of help a listener may need in different situations. Currently, audiologists prescribe hearing aids based on speech recognition and word recognition in quiet; however, these results do not necessarily predict how an individual will perform with their hearing aid in noisy environments. Traditional measures such as the Words-in-Noise (WIN) and Quick Speech-in-Noise (QuickSIN) incorporate linguistic content that requires varying degrees of semantic knowledge and top-down processing. Because patients are not required to disclose their language proficiency, performance may be influenced by linguistic backgrounds rather than by their auditory ability. The Audible Contrast Threshold (ACT), on the other hand, was developed as a non-language-based speech-in-noise test to provide a fairer, standardized assessment of difficulty listening in noise. This study evaluated the effects of linguistic proficiency on performance on ACT, QuickSIN, and WIN in 24 monolingual and bilingual individuals with normal hearing, aged 20-55. Preliminary results revealed no significant effects of linguistic proficiency on speech perception outcomes. This research is important as speech-in-noise tests are used to guide clinical diagnosis and treatment, and unrecognized linguistic bias may lead to misinterpretation of auditory ability. Understanding whether measures, such as the ACT, reduce linguistic influence supports a more accurate assessment of diverse populations.

**Learner Outcome:**

What speech-in-noise tests measure.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** The Social Simulation: Training Adolescents with ASD in Virtual Spaces

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Sarah Patten - Kean

**Presenter(s):** Lauren Dennis

**Abstract:** Adolescents with Autism Spectrum Disorder (ASD) often present with social communication deficits that impact their ability to form meaningful connections with others (ASHA, n.d.a.). These deficits may lead to communication breakdowns and misunderstandings that, in some cases, result in peer rejection (Clark, 2024) and contribute to the development of social anxiety within this population (Briot et al., 2020).

To address these challenges, speech-language pathologists (SLPs) most commonly provide traditional social skills training (SST), an evidence-based approach designed to improve social competence through targeted instruction (Beaumont et al., 2021). While SST offers clear benefits, it also presents limitations, including restricted practice environments, limited access to appropriate social partners, predictable role-play scenarios, and high-pressure tasks that may increase anxiety and reduce engagement and learning.

This study examines the feasibility and clinical applicability of a novel intervention, virtual environment-based social skills training (VE-SST), and compares it to traditional SST for adolescents with ASD aged 13–17, delivered both in person and via telehealth. Participants complete an 8-week individualized intervention targeting social initiation, conversational reciprocity, perspective-taking, and social problem-solving. Outcome measures include standardized social communication rating scales, session performance data, reports of skill generalization, and participant perspectives.

By comparing outcomes across intervention formats, this study aims to inform clinical decision-making regarding intervention selection and delivery, particularly for adolescents whose anxiety limits participation in traditional formats. Findings intend to guide SLPs in determining when VE-SST may serve as an appropriate alternative, preparatory step, or complement to traditional SST across intervention settings.

**Learner Outcome:**

Explain how social anxiety may influence engagement, participation, and outcomes in social skills interventions for adolescents with ASD.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** To what extent do self-rating scales and fluency scores align?

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Anne Neveu - Kean

**Presenter(s):** Kamer Othman, Nicole Acevedo and Emely Conza

**Abstract:** Self-ratings of proficiency are widely used in bilingual research due to their ease of administration; however, evidence suggests that these ratings may not consistently reflect objective language performance. Category fluency tasks are used to objectively assess lexical access and language proficiency in adults by measuring how many words an individual can rapidly produce within a semantic category. We examined changes in the strength of the association between self-rated spoken proficiency and category fluency scores pre- and post-task in mono-, bi- and multilingual adults. We ran correlations between pre-task self-rated spoken proficiency and category fluency scores, and between post-task self-rated proficiency and category fluency scores to evaluate whether exposure to an objective measure of proficiency influences self-perception of language ability. For monolinguals, results indicated weak correlations between self-rated proficiency and category fluency performance both pre- and post-task. While bilinguals showed a weak alignment between their pre-task self-ratings and category fluency performance in the language they reported as dominant, this alignment was moderate in their non-dominant language. Multilinguals had moderate alignment across these measures in their dominant language at pre-test, and stronger alignment at post-test. In their second and third dominant languages, this alignment was robust both at pre- and post-test. Overall, findings suggest that the more languages are known, the higher is the speaker's awareness of their language abilities. In addition, self-ratings appear to be based more on established beliefs of one's ability in a language rather than on recent experience.

**Learner Outcome:**

Describe the correlations between self-rated spoken proficiency and category fluency scores across monolinguals, bilinguals and multilinguals' languages at pre- and post-test.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Untangling Creak and Vocal Fry: The Acoustic and Perceptual Differences

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Kathleen Nagle - Seton Hall

**Presenter(s):** Dana Collins and Katrina Bonus

**Abstract:** Purpose: The subject of vocal fry and creaky voice has gained recent attraction for its clinical debate on whether the terms can be used interchangeably. The purpose of this literature review is to investigate the acoustic and perceptual measures used to distinguish vocal fry from creaky voice, with the goal of defining characteristics and identifying points of similarities and differences amongst the two across multiple studies. We hypothesize that vocal fry and creaky voice can be distinguished from each other, supporting that these two terms should not be used interchangeably.

Methods: We conducted a narrative review to see if there are distinguishable acoustic and perceptual qualities of vocal fry and creaky voice. Studies were analyzed for its measurement approaches, sample populations, operational definitions, reported findings, and additional factors to determine whether consistent distinguishing features emerged across the literature.

Results: The results of this review revealed that creaky voice and vocal fry contain different acoustic and perceptual features, indicating that they should not be used interchangeably in both clinical practice and research.

Discussion: Improved coherence in differentiating these phenomena provides significant implications for voice research, clinical diagnosis, and evidence-based practice. A clear definition of both terms can then potentially improve overall reliability in the research design, enhance clinical practice, and support more accurate identification of voice production patterns.

**Learner Outcome:**

Identify the acoustic and perceptual characteristics of vocal fry.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Word Types Said during Typical Meals

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Dr. Nina Capone - Seton Hall

**Presenter(s):** Alexa Noseworthy and Dr. Nina Capone

**Abstract:** This study examined the types of words used by caregivers and children during short meals. Here, the word types we examined were only those that reflect food and the eating context. Specifically, we coded word types that reflected sensory properties (e.g., visual, auditory, tactile, gustatory, interoception), the labeling of objects and actions (e.g., eat, apple), and those meant for behavior regulation (e.g., come on now). We first reviewed research on talk about food and the range of word types that can describe food (e.g., McKinley et al., 2005). For example, in McKinley et al. (2005) 11- to 12-year-olds had specific concepts associated with healthy eating and barriers to eating healthier foods (e.g., disgusting things; stop eating fatty foods; looks horrible). Further, McKinley et al. found the taste of foods to be the greatest reported barrier.

The study explored how caregivers describe food, and the relationship with the child's use of words and the textures they eat. We were interested in this question because little is known about what influences children's food choices (McKinley, et al. 2005) and a component of treatment for children with pediatric feeding disorder (PFD; Goday, Huh, Silverman, Likens, Dodrill et al., 2019) is describing food properties (e.g., wet, crunchy). The intention is to help the child become more comfortable with new foods and to problem solve aversions related to the sensory characteristics of food. Participants were typically developing infants and toddlers ages 6 months to 30 months. Words and phrases used by caregivers and children were coded.

**Learner Outcome:**

Attendees will be able to list at least 5 sensory properties of food.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** You-There: Person & Spatial Deixis in Aphasic Production

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Barnali Mazumdar is a Teaching Instructor in the Department of Linguistics at Rutgers University. She is interested in investigating the language difficulties individuals experience due to post-stroke aphasia. Her present research is focused on developing a comprehensive aphasia assessment for native Bangla speakers. (will not be attending the Convention) - Rutgers

**Presenter(s):** Taylor Goodson is a senior at Rutgers University, majoring in Cognitive Science and Linguistics. She is interested in how aphasia affects pragmatic language skills and how this knowledge can inform aphasia treatment. She is completing an honors thesis on this topic and plans to pursue a degree in speech-language pathology.

**Abstract:** Introduction: Deixis is a key component of communication, serving as a linguistic anchor that relies on the present context of an utterance to give words meaning. The deixis system is used in everyday language to verbally point to people, places, and times relevant in the discourse. The existing aphasia literature has minimally investigated the deictic production behaviors in people with aphasia (PWA). The aim of this study is to investigate how the deictic system functions in fluent PWA compared to non-fluent PWA and observe how deictic production functions in various discourse elicitation tasks typically used during comprehensive aphasia assessment.

Methods: A total of 16 participants, 8 fluent PWA (mean age = 59.13) and 8 non-fluent PWA (mean age = 50.13), were analyzed from AphasiaBank. Accurate person and spatial deixis indexes were calculated for each group, along with total person, spatial, and overall deixis indexes based on each participant's deictic production across four discourse elicitation tasks.

Results: Our analysis revealed that the fluent group showed higher accuracy in both person and spatial deixis production across various tasks. Additionally, significant differences were observed in both person and spatial deixis production when comparing all four discourse elicitation tasks. The picture description task produced the highest number of spatial deixis compared to all other tasks.

Conclusion: The deixis system appears largely preserved across aphasia types, though fluent PWA outperformed non-fluent PWA in accuracy. These findings reveal patterns of subtype-specific patterns in deictic production and can inform elicitation strategies used during SLP assessments.

**Learner Outcome:**

At the culmination of the session, the participant will be able to explain deixis production behavior in individuals with aphasia during various discourse elicitation tasks.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** A Preliminary Investigation of the Prevalence of Motor Speech impairment within a Pediatric Outpatient Clinical Setting

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Kate Nealon - Montclair

**Presenter(s):** Madison Mulhall, Omayma Jabara, Dr. Kate Nealon

**Abstract:** Background: Childhood Apraxia of Speech (CAS) is a motor speech disorder often co-occurring with language impairment and complex neurodevelopmental disorders. An association between Autism Spectrum Disorder (ASD) and CAS has been suggested but not definitely quantified. The reported prevalence of CAS has been variable. The current study sought to quantify prevalence of apraxia as well as comorbid ASD presentation in a pediatric population in a large outpatient hospital setting.

Method: An electronic medical record (EMR) was used to identify all pediatric clients between the ages of 24 and 48 months that presented to the outpatient clinic between 1/1/16 and 3/28/22. Clients were included that had either a primary or secondary diagnosis of expressive language disorder, language disorder or apraxia with treatment focusing on intelligibility, or articulation disorder.

Results: 7550 results were produced by the EMR, analysis revealed that 1477 (19.6%) of the children had received a diagnosis of ASD and 184 (2.4%) received a diagnosis of apraxia. Nineteen of the children with ASD also received a comorbid diagnosis of apraxia (1.3%). In addition, several additional diagnoses comorbidly presenting with Childhood Apraxia of Speech were explored, including Autism Spectrum Disorder, Mixed Expressive-Receptive Disorder, Phonological Disorder, and Other developmental disorders of speech and language, but none were found to be positive significant predictors of a CAS diagnosis..

Discussion: Findings of the current study (prevalence of CAS at 2.4%) are in agreement with previous literature. Results of comorbidity analysis of ASD and CAS revealed that the presentation of these comorbid diagnoses is not as rare as previously found yet not as frequent.

**Learner Outcome:**

Identify the prevalence of Childhood Apraxia of Speech (CAS) in a pediatric outpatient population and relate these findings to existing research.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Age of Acquisition and Exposure's Impact On Measuring Proficiency

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** - Kean

**Presenter(s):** Cristina Alarcon, Lucia Blanco, Samuel Clerge.

**Abstract:** Age of acquisition (AoA), or the age at which a language is learned, and length of language exposure are known to affect language proficiency in bilinguals. However, it is not always clear how these factors relate to both self-reported language ability and objective language performance. Self-reported proficiency is frequently used in bilingual research because it is practical and efficient, yet these ratings do not always align with actual language skills. This study addresses this gap by examining how age of acquisition and length of exposure influence both self-reported and objectively measured language proficiency in bilinguals. Participants completed a language background questionnaire reporting age of acquisition, current exposure, and self-rated proficiency. They also completed a category (semantic) fluency task to measure objective language performance. A 2-way MANOVA was conducted with age of acquisition (early: since birth; late: after birth) and language exposure (high:  $\geq 50\%$ ; low:  $< 50\%$ ) as independent variables. Results revealed that earlier age of acquisition and greater exposure were associated with higher objective proficiency outcomes. In the dominant language, age of acquisition significantly influenced self-reported proficiency, with individuals acquiring the language from birth rating themselves higher. In the non-dominant language, current exposure and its interaction with age of acquisition significantly impacted performance, such that greater exposure and early acquisition was associated with higher category fluency scores. In addition, higher exposure predicted higher self-ratings of spoken proficiency. These findings highlight the importance of considering both age of acquisition and exposure when interpreting self-reported proficiency and fluency scores in bilingual research.

**Learner Outcome:**

Identify how earlier AoA and greater language exposure are associated with higher bilingual language proficiency.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Alternatives to Screens to Improve Communication at Restaurants: Pilot Study

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** - Monmouth University

**Presenter(s):**

**Abstract:** This pilot study aims to explore the current role of screen use during mealtimes and whether families will use alternative interactive activities when they are provided. Current literature highlights three primary areas of concern: the importance of communication at dinner, the influence of screentime on a child's language development, and various patterns of screentime use during family meals. The intention of this study is twofold. First, we want to build upon previous findings through an observational study to examine whether the introduction of materials designed to encourage conversation in a restaurant setting reduces child and adult screen use. Data collection will include pre- and post-observation of mealtime interactions at one local restaurant. Second, we want to gauge the usability and social validity of these alternate materials, as well as their perceived impact on communication, through parent surveys. This research aims to contribute to the understanding of strategies that promote family communication and minimize screen use in everyday lives.

**Learner Outcome:**

Explain the current levels of screen use of children and families during mealtimes at restaurants, as reported by participants and observed by the research team.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Alternatives to Screens to Improve Communication at Restaurants: Pilot Study

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Sarah Godbout - Monmouth University

**Presenter(s):** BeckyAnn Harker, Ph.D. CCC-SLP, Ashley McCarthy, M.S. CCC-SLP, Vivian Capogrosso, Sarah Godbout, Danielle Klaus

**Abstract:** This pilot study aims to explore the current role of screen use during mealtimes and whether families will use alternative interactive activities when they are provided. Current literature highlights three primary areas of concern: the importance of communication at dinner, the influence of screentime on a child's language development, and various patterns of screentime use during family meals. The intention of this study is twofold. First, we want to build upon previous findings through an observational study to examine whether the introduction of materials designed to encourage conversation in a restaurant setting reduces child and adult screen use. Data collection will include pre- and post-observation of mealtime interactions at one local restaurant. Second, we want to gauge the usability and social validity of these alternate materials, as well as their perceived impact on communication, through parent surveys. This research aims to contribute to the understanding of strategies that promote family communication and minimize screen use in everyday lives.

**Learner Outcome:**

Explain the current levels of screen use of children and families during mealtimes at restaurants, as reported by participants and observed by the research team.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Amplifying Aural Rehab Undergraduate Education: A Pilot Curriculum Framework

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Michelle Veyvoda mveyvoda@iona.edu - Iona

**Presenter(s):** Hailey Asencio, Elizabeth Carota, Anne Conners, Sadie Sallas

**Abstract:** During the 2025–2026 academic year, the Speech Communication Studies department piloted an interdisciplinary aural rehabilitation (AR) course sequence designed to prepare undergraduate students to work with the deaf and hard of hearing (DHH) population. This initiative was supported by a New York Presbyterian–Iona School of Nursing and Health Sciences Dean’s Office seed grant for interdisciplinary projects. Aural rehabilitation refers to reducing the functional, communicative, and quality-of-life impacts of hearing loss through sensory management, instruction, perceptual training, and counseling (Boothroyd, 2007). Because unaddressed hearing loss can affect speech, language, listening, social participation, and cognitive functioning, AR requires coordinated care among audiologists, speech-language pathologists (SLPs), and related professionals.

Recognizing the interdisciplinary nature of AR, the department developed and piloted a curricular sequence led by audiology and SLP faculty. Four undergraduate students participated across the 2024–2025 and 2025–2026 academic years. The curriculum included ASL I and II, Counseling in Communication Disorders, Aural Rehabilitation, Clinical Practicum in Audiology, Clinical Practicum in SLP–DHH, and Special Topics in Aural Rehabilitation. Incorporating American Sign Language (ASL) supported culturally and linguistically appropriate communication while promoting cultural competence and respect for Deaf identity.

Three students completed the full sequence, culminating in a supervised clinical experience with a DHH client in Spring 2026. A fourth student did not complete the clinical experience because she served as a research assistant to study the impacts of the program on student participants. Students reported strong interest in working with the DHH population and valued the opportunity for specialized, interdisciplinary training.

This presentation will provide an overview of aural rehabilitation as an interprofessional specialization, describe the development and structure of the undergraduate AR course sequence, and share student reflections from the pilot experience. Implications for undergraduate clinical preparation and future plans to develop an undergraduate minor in aural rehabilitation will also be discussed.

**Learner Outcome:**

Participants will identify beneficial components of an undergraduate aural rehabilitation curriculum.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Breaking the Silos: Integrating Motor, Sensory, and Caregiver Coaching in Feeding Therapy

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Nicole Surizon - Rutgers

**Presenter(s):** Kate Woo and Maya Wesen

**Abstract:** Feeding and swallowing are complex neurodevelopmental skills that emerge through the interaction of multiple physiological, sensory, and environmental systems. Traditional therapy approaches often isolate oral motor or feeding skills, limiting generalization and long-term outcomes. This presentation will describe a whole-child, multisystems approach in which a speech-language pathologist incorporated methodologies from occupational therapy (sensory integration), physical therapy (motor learning principles), and family-centered caregiver coaching into feeding and swallowing intervention.

A medically complex toddler will be highlighted as a case study, demonstrating how integrated intervention across motor, sensory, and caregiver domains produced measurable cross-system gains. Intervention focused on postural stability, sensory regulation, oral motor coordination, safe swallowing, and caregiver participation to optimize skill acquisition and functional carryover. Caregiver coaching involved guided practice, modeling, reflection, and collaborative problem-solving, supporting consistent implementation across home and daily routines.

The poster presentation will discuss theoretical frameworks underpinning this approach, including neuroplasticity, dynamic systems theory, and family-centered care principles, and will highlight how these frameworks informed clinical decision-making and treatment design. Attendees will see specific functional outcomes achieved across systems, including improvements in feeding tolerance, oral motor skills, regulation, and caregiver confidence.

By illustrating how an SLP can incorporate strategies from other disciplines rather than relying solely on a traditional interdisciplinary team, this session emphasizes practical, evidence-based methods for enhancing feeding outcomes. Attendees will leave with actionable strategies for integrating motor learning, sensory processing, and caregiver coaching into their pediatric feeding practice.

**Learner Outcome:**

Describe how motor learning principles and sensory integration frameworks can be applied within speech-language pathology feeding interventions and analyze cross-system outcomes (motor, sensory, oral motor, regulation) from a case study of a medically com

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Can Young Adults Detect Communicative Intent in Texts and Emails?

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Monika Pawlowska - Stockton

**Presenter(s):** Madeline Bankes, Monika Pawlowska, MaryAnn Schiattarella

**Abstract:** Digital communication has become central to academic, professional, and social interaction, yet the ability to interpret communicative intent in text- or email-based formats remains underexamined. Unlike face-to-face communication, digital messages (e.g., text messages and emails) lack nonverbal cues such as facial expressions or gestures. Digital messages require readers to rely heavily on contextual inferencing to determine whether a message is sincere, deceitful, or humorous. The ability to comprehend emails and texts is a clinically relevant skill. However, there are currently no standardized tools designed to assess intent detection in text- or email-based format. This study introduces a newly developed Intent Detection in Digital Communication (IDDC) task. The task consists of text message and email stimuli representing sincere, deceitful, and humorous communicative intents. Text messages are presented with and without emojis. For each task item, participants indicate whether the writer's intent was sincere, humorous or deceitful. In this study participants were university students aged 18–28. They completed a brief demographic survey and the IDDC task via Qualtrics. Data analysis will include descriptive statistics (item-level accuracy) and comparisons across item types (texts vs. emails, with vs. without emojis, sincere, humorous vs. deceitful intent) and demographic variables. Findings can contribute to refining the task and inform future research exploring the clinical utility of the IDDC task.

**Keywords:** digital communication, communicative intent, speech-language pathology, assessment development

**Learner Outcome:**

Describe availability and clinical utility of pragmatic assessments for in-person communication versus digital communication.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Cultural competencies and the practice of speech-language pathologists

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Shridevi Rao and Dr. Lynn Smith - TCNJ

**Presenter(s):** Briana Keenan

**Abstract:** For current and aspiring speech-language pathologists, it is important to not only be educated on clinical applications, diagnoses, and treatments, but it is even more crucial to be up to date on linguistic and cultural backgrounds of the students, clients, and patients that they are treating. Just as evidence-based practices are ever-changing and evolving, so are different cultures. Speech-language pathologists work in an extremely diverse field, but the diversity does not end at the range of differential diagnoses among the communication disorders that are being treated. The people that speech-language pathologists treat come from various cultures and bring individual strengths to each speech session. It is important that speech-language pathologists recognize this and step away from any stereotypes that may be brought into a session. Instead, speech-language pathologists must actively work on challenging their personal biases and using a strengths-based approach when looking at the cultural and linguistic competencies of the person they are treating.

**Learner Outcome:**

Understand the importance of cultural competencies.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Eating Disorders, Dysphagia, and Speech-Language Pathology

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Presenter (2nd): Robyn Becker, SLP.D., CCC-SLP Email Address: becerr@montclair.edu  
Bio: Robyn Becker, SLP.D, CCC/SLP is an Assistant Professor in the Department of Communication Sciences/Disorders (CSD), Montclair State University, Montclair, New Jersey. With over 30 years of clinical experience as a licensed speech-language pathologist, she has worked across settings with children and adults. Her research interests include the impact of articulatory cues on early literacy development, the scholarship of teaching/learning in CSD, and the cultivation of interprofessional and parent partnerships. Disclosures: Robyn Becker is a full-time employee of Montclair State University. She has no non-financial disclosures. - Montclair

**Presenter(s):** Presenter (1st): Kimberly Hughes Bio: Kimberly Hughes is a first-year speech-language pathology graduate student at Montclair State University from Hopatcong, NJ. She graduated with a Bachelor of Arts degree in English from Lafayette College. Her interests within the field of communication sciences and disorders includes neurogenic communication disorders, dysphagia and stuttering/cluttering/fluency disorders. She is a member of Dr. Robyn Becker's CASLL lab which focuses on speech, language, and literacy research. Kimberly is excited to be presenting her first research poster. Disclosures: Kimberly Hughes is a full-time student at Montclair State University. She has no non-financial disclosures.

**Abstract:** Clinical Scenario: Treatment programs for individuals with eating disorders (ED) often involve an interdisciplinary team. A speech language pathologist's (SLP) scope of practice involves all aspects of swallowing which includes feeding and eating disorders. Increasing SLP's knowledge of the overlap between eating disorders and dysphagia may lead to better assessment and treatment of this clinical population which may improve outcomes.

Clinical Question: What is the overlap between eating disorders and dysphagia? How could better understanding of EDs and dysphagia behaviors support SLPs and patients?

Search Strategy: Using critical appraisal techniques, articles were gathered from peer-reviewed journals from communication disorders, psychology, and psychiatry. Eating disorders, anorexia, bulimia, disordered eating, psychiatric disorders, dysphagia, and swallowing disorders comprised inclusion criteria. Utilizing the Strength of Recommendation Taxonomy, the articles included met a criterion of at least level 2 or letter B.

Key Findings: Research suggests a complex relationship between dysphagia and eating disorders due to an overlap in physiological symptoms, abnormal feeding behaviors, and swallowing function. However, there is a lack of research and awareness about how eating disorders relate to an SLP's scope of practice, which can lead to inadequate clinical knowledge regarding screening, assessment, and intervention for individuals with EDs and dysphagia.

Clinical Bottom Line: It is important for SLPs to be aware of how dysphagia can manifest in ED populations because of a clinician's responsibility to provide high-quality care to individuals with feeding disorders and/or dysphagia.

**Learner Outcome:**

Explain the symptomatology, underlying causes, and progression of EDs and the overlap that may exist with dysphagia.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Effects of Feedback Frequency on Vowel Learning With Visual-Acoustic Biofeedback

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Douglas M. Shiller - no financial or non-financial relationships to disclose; Meghan Clayards - no financial or non-financial relationships to disclose - University de Montreal

**Presenter(s):** Cassie Anderson - no financial or non-financial relationships to disclose

**Abstract:** In visual acoustic biofeedback (VAB), acoustic properties such as vowel formants are rendered visible to the speaker to aid in the achievement of speech targets. VAB has shown promise as a tool in clinical rehabilitation of speech disorders; however, studies examining its effects have yielded mixed outcomes. Outside the domain of speech production, it has long been recognized that high frequency availability of augmented feedback can degrade retention when feedback is removed. This phenomenon, known as the guidance effect, is often cited in clinician training guides, yet there is little direct evidence of it in speech. This study used a highly controlled phonetic imitation task with three groups (100%, 50%, 0% frequency of VAB trials) to examine learning and retention of a novel vowel and the presence of a guidance effect. A total of 45 adult English speakers underwent a task involving a synthesized novel vowel ([\*]) that was situated precisely between the existing English high-front vowel [I] and mid-front vowel [ε]. During training, we observed evidence of immediate improvement in performance (reduction in Euclidean distance to the target) across all three VAB frequency groups. Target vowel production during the test blocks (without VAB), however, revealed a difference in retention between groups, with both the 0% and 50% feedback groups showing more accurate production under test conditions than the 100% group. Results show that while 100% VAB maximizes short-term accuracy during practice, reduced feedback frequency may better support longer-term retention. The results support the risk of a guidance effect that limits retention of newly learned speech motor patterns when visual-acoustic biofeedback is used with very high frequency (100% of practice trials) during vowel learning.

**Learner Outcome:**

Recognize the “guidance effect” phenomenon and its relevance to speech motor learning.

**Level of Instruction:** Advanced

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Enhancing Functional Communication Assessment: The Context Adjustable Language Measure (CALM)

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Kate Nealon - Montclair

**Presenter(s):** Madison Mulhall, Omayma Jabara, Dr. Kate Nealon

**Abstract:** Using personally relevant contextual information is one-way clinicians can help make assessments of functional communication more inclusive and reflective of diverse patient backgrounds. The Context Adjustable Language Measure (CALM) is a novel functional verbal communication measure for adults with acquired neurogenic communication disorders. The purpose of this study was multi-fold:

- 1) to assess the clinical feasibility of the context adjustment procedure of the CALM,
- 2) to examine the discriminant validity of the CALM in differentiating between groups of HC and PWA, and
- 3) to evaluate the interrater reliability of the modified, clinician-friendly scoring method of the CALM across clinicians of different levels of expertise.

**Learner Outcome:**

1. Assess the clinical feasibility of the context adjustment procedure of the CALM

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Establishing the MotorSpeechBank Corpus: An Online Multimedia Database

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Kate Nealon - Montclair

**Presenter(s):** Madison Mulhall, Omayma Jabara, Dr. Kate Nealon

**Abstract:** To better understand the motor speech disorders across the lifespan, we expanded the quality and quantity of resources in MotorSpeechBank — an open-access database of multimedia spoken language interactions for the study of motor speech disorders. This work builds from the success of the TalkBank Project with regard to data sharing, transcription, analysis, and web delivery. The focus of this work is on compiling a repository of motor speech audio/video examples for educational and clinical purposes.

**Learner Outcome:**

Describe the purpose and structure of MotorSpeechBank and its potential supports of the study of motor speech disorders across the lifespan.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Examining the sensitivity of speech in noise tests in detecting speech perception deficits due to Extended High Frequency Hearing Loss

**Presentation Time:** Friday, April 17/10:00am -11:00 am

**Author/School:** Ziva Farkas - Montclair

**Presenter(s):** Ziva Farkas

**Abstract:** Objective: Although standard audiological evaluations only test up to 8000 Hz, research shows that frequencies above this range—known as extended high frequencies (EHFs)—play a crucial role in speech perception, particularly in noisy environments. Many patients with normal hearing by conventional standards still report difficulty understanding speech in background noise, a complaint which has been linked to undetected elevated EHF thresholds(Zadeh et al. 2019). This study aims to explore whether speech-in-noise tests like the QuickSIN and Words in Noise(WiN) can better identify such deficits in individuals with Extended high frequency hearing loss (EHFHL), a term which will be used in this study although there are no present norms for these thresholds.

Design: This study investigates differences in speech in noise scores and listening effort between two subject groups, individuals with and without EHFHL, which is defined by a study done in 2024 by Colak et al. t. Speech-in-noise performance will be assessed using the QuickSIN and Words-in-Noise (WIN) tests, while perceived listening effort will be evaluated using the Acceptable Noise Level (ANL) test.. Group 1 consisted of ten adults with normal hearing, with an extended high frequency hearing decrease and Group 2 which consisted of normal hearing and normal EHFH.

Results: The results of this study revealed a significant difference for the WiN right ear scores between Group 1 with EHFHL and Group 2. No significant differences were observed between the groups for the QuickSIN or the Acceptable Noise Level (ANL) measures.

Conclusion: Results from this study suggest that the WiN is a good screening tool to use in detecting EHFH decline when high frequency audiometry is not available. A decrease in EHF hearing can further support SPIN difficulties. However, further testing to support or oppose the findings that speech perception in noise can be affected by extended high frequency hearing loss is needed.

**Learner Outcome:**

Understand what Extended High frequencies are

**Level of Instruction:** Advanced

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Experiential Learning in the Monmouth University Swallowing and Endoscopic (MUSE) Laboratory

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Susan Pattay, Ed.D, CCC-SLP, BCS-S - Monmouth University

**Presenter(s):** Katherine Olson and Julia Quintin

**Abstract:** Experiential learning is key to preparing graduate students in speech-language pathology for clinical practice. The Monmouth University Swallowing and Endoscopic (MUSE) Lab provides hands-on experiences that help students apply classroom knowledge to clinical skills in swallowing, voice, and endoscopic procedures. Through guided simulation and collaboration with faculty, graduate assistants, and medical professionals, students gain early exposure to videostroboscopy and FEES, building clinical skills, confidence, and reasoning. The lab also enables graduate assistants to deepen their learning by mentoring peers, underscoring the value of experiential learning in bridging coursework and clinical practice.

**Learner Outcome:**

Participants will learn about the MUSE Laboratory.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Hearing Loss Simulation

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** - TCNJ

**Presenter(s):**

**Abstract:** Our Hearing Loss Simulation is an independent research project conducted in collaboration with the Computer Science and Speech-Language Pathology & Audiology departments at The College of New Jersey (TCNJ). Our interdisciplinary team developed an interactive simulation paired with an educational video that allows users to experience, in real time, how individuals with mild, moderate, severe, and profound hearing loss perceive sound. While experiencing the hearing loss simulation in real time, users are shown an audiogram that corresponds to the degree of hearing loss being demonstrated. The audiogram includes a speech banana to illustrate which speech sounds may be inaudible at each hearing level. Users also have the option to customize the audiogram based on their own hearing profile, allowing others to simulate their personal listening experience.

**Learner Outcome:**

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

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**Learner Outcome:**

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** How AmeriCorps Participation Impacts Speech-Language Pathology Graduate Education

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Lesley Sylvan- Salaried full-time employee of Montclair State University, Author of Multi-Tiered Systems of Support: Implementation Tools for Speech-Language Pathologists in Education published by Plural Publishing in 2021 and receives royalties from the sale of this book - Montclair

**Presenter(s):** Alexandra Bond is a second-year graduate student in the Speech-Language Pathology MA program at Montclair State University. Alexandra is a graduate assistant in the department and she has her Bachelor of Arts degree in Psychology from The University of Delaware. Jillian Zimmermann is a first-year graduate student in the Speech-Language Pathology MA program at Montclair State University. Jillian is a graduate assistant in the department and she has her Bachelor of Arts degree in Linguistics from Tulane University. There are no financial or non-financial relationships to disclose.

**Abstract:** This poster will explore how participation in AmeriCorps, a national service program through which members engage in community service, impacts graduate education for speech-language pathology (SLP) students during their clinical externships. Based on numerous student perspectives from their AmeriCorps experience, integration of civic engagement during graduate clinical education has influenced professional identity within the field, promoting both identity development and identity transformation. Specifics within these areas include the implementation of a service-oriented framework, an increased sense of belonging, and financial support, as well as a deepened understanding of SLP roles, a more motivated involvement of social responsibility, and an increase in the use of skills to serve a broader societal purpose. This poster will summarize findings from a recent study based on student reflections of AmeriCorps participation, and will also include a direct case study about a previous student from Montclair State University who participated in AmeriCorps during her clinical externship. Having this experience shaped her understanding of future SLP roles, values, and responsibilities, and influenced the formation of her professional identity. Engaging with the community through AmeriCorps while fulfilling graduate requirements helps students see the direct impact one can have in the field of speech-language pathology, and how civic engagement positively impacts one's learning experience.

**Learner Outcome:**

Understand the novel partnership between national service organizations and speech-language pathology graduate programs

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Identifying Phonological Processes with Deep Learning

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** - TCNJ

**Presenter(s):** Francesco Musto, Jillian Passanante, Lauren Lazzaro

**Abstract:** Documenting client sessions is a critical part of clinical practice in speech-language pathology. Accurately transcribing target sentences spoken by a patient in real time is crucial, yet can be error prone and time consuming.

This project explores the applications of a Machine Learning (ML) model designed to assist clinicians by generating phoneme level transcriptions directly from audio, and examines how this kind of technology may affect clinical practice. The model enables clinicians to concentrate more fully on overall assessment and interaction with a patient, rather than transcribing target sentences in real-time. Our preliminary results for the model show that it is able to accurately transcribe audio into phonological sequences exactly as spoken.

Beyond its technical aspect, there are substantial implications for clinical workflows. Incorporating this tool into sessions with targeted sentences can dramatically reduce the effort a clinician puts towards transcription, allowing them to devote more attention to engagement with a client and lead to a more efficient session flow. By highlighting incorrectly pronounced phoneme sequences, the model also provides clinicians the ability to make data-driven decisions regarding diagnosis and treatment planning.

**Learner Outcome:**

Understand how Deep Learning models can help clinicians assess clients with data driven feedback.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Identifying Phonological Processes with Deep Learning

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**Learner Outcome:**

Understand how Deep Learning models can help clinicians assess clients with data driven feedback.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Impact of Bilingualism in Speech Development & Cognition

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** - TCNJ

**Presenter(s):**

**Abstract:** In my independent study, I am going to research the positive and negative consequences of bilingualism in children, specifically in regards to one's speech development and cognition. Much research has already been completed, analyzing children acquiring two languages simultaneously, and the results suggest a superiority in bilingual children, as opposed to monolingual children. As more research is in progress currently, we can see it is more complex than stating bilingual children are superior, as there are some areas where they may excel, and other areas where bilingualism has no impact on development. There are pros and cons associated with a child acquiring two languages simultaneously; however, the techniques used can yield a significant difference in development. Some main negative consequences associated with bilingualism are the tendency to have an overall smaller vocabulary than monolingual children, as well as potentially struggling in school because the language of instruction is in the weaker of the two languages. I intend to research effective techniques in overcoming these common challenges in dual language acquisition amongst children. My research will primarily focus on bilingual children and children learning a second language, ranging from two to nine years old. Aside from these consequences, bilingualism within younger children is associated with improved cognitive skills such as creative thinking and problem solving, as well as higher-level performance on perceptual tasks like grouping things into categories.

**Learner Outcome:**

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Impacts of Anxiety on Speech Fluency

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** - TCNJ

**Presenter(s):**

**Abstract:** This study explores the impact of anxiety on speech fluency. Particularly in individuals who stutter or are experiencing Social Anxiety Disorder. Anxiety can noticeably affect a persons voice control, muscle tension, and overall communicative performance. The reviewed studies suggest that children with heightened anxiety are more likely to experience disfluencies, changes in rate of speech, and social isolation. The results highlight the importance of cognitive factors within speech therapy, while also suggesting that prioritizing proper management of anxiety will positively impact individuals struggling with speech disfluencies.

**Learner Outcome:**

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Interprofessional Perspectives on Oral Care Knowledge and Delivery in Healthcare

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Amanda Sargenti Schroeder M.S., CCC-SLP - William Patterson

**Presenter(s):** Justina Saad B.S. SLP, Koutney Scipio B.S. SLP, Anna Segelken B.S. SLP, and Joselina Trejo B.S. SLP

**Abstract:** This study aims to examine healthcare professionals' perceptions, barriers, and facilitators related to providing oral care in acute care settings. Oral hygiene is often overlooked in hospitals due to time constraints, lack of training, and unclear protocols, despite its critical role in preventing aspiration pneumonia and maintaining overall health (Lyons et al., 2018; Rawson et al., 2025). Using a 27-question anonymous Qualtrics survey, data was collected from nurses, speech-language pathologists (SLPs), and personal care assistants (PCAs) to assess their attitudes, knowledge, and practices regarding oral care. The survey included both quantitative and qualitative items to capture trends and insights. Participants were recruited via flyers, emails, and social media posts shared within healthcare and university networks. Findings were analyzed to identify gaps in education and protocol adherence and to inform strategies that enhance oral care consistency and interprofessional collaboration.

**Learner Outcome:**

At the end of this presentation, learners will understand the impact of interdisciplinary collaboration between nurses and speech-language pathologists on the frequency and quality of oral care delivery.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Neural Correlates of Subjective Word-Finding Impairment in Late-Stage Multiple Sclerosis

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Esma Ertural (1), Maria Camilla Estelle (2), Mark Zuppichini (3), and Joshua Sandry (4). Authors 2, 3 and 4 will not be attending the Convention. Student Supervisor: Joshua Sandry, Ph.D., Department of Psychology, Montclair State University. This project was supported in part by National Multiple Sclerosis Society Research Grants RG-1907-34364 and RG-1901-33304 to Joshua Sandry. There are no other relevant financial or non-financial conflicts of interest to disclose. - Montclair

**Presenter(s):** Esma Ertural (Bio: Esma Ertural is a senior at Montclair State University, majoring in Psychology with minors in Economics and Communication Sciences and Disorders. She serves as a research assistant in the Cognition & Neurocognitive Disorders Research Lab under the supervision of Dr. Joshua Sandry, contributing to research on cognitive functioning.

**Abstract:** INTRODUCTION:

In early-stage (<5 years disease duration) relapsing remitting multiple sclerosis (MS), word-finding difficulty is the most commonly reported cognitive complaint. Left parietal cortical thinning is related to objective language measures and similar trends exist for subjective word finding difficulty. The pattern in longer disease duration has not been investigated. The aim of the present study is to investigate neural correlates of subjective word finding in mid to late-stage MS. We hypothesized that greater subjective word-finding difficulty would be correlated with reduced left parietal thickness and conducted exploratory analyses on other regions.

METHODS:

A sample of individuals with later-stage MS (n=33;  $\geq 5$  years diagnosed, Mdn = 16 years) responded to a self-report language question assessing perceived word-finding difficulty. Regional cortical thicknesses were quantified using the Freesurfer SAMSEG pipeline and convolving structural T1 MPRAGE and T2 FLAIR magnetic resonance imaging brain scans. Multiple linear regression analyses were used to examine the relationship between subjective word-finding difficulty scores and regional cortical thickness.

RESULTS:

Subjective word-finding difficulty was not significantly associated with cortical thinning in the left parietal lobe ( $R^2 = .08$ ,  $p > .05$ ). However, exploratory analyses showed that reduced cingulate cortex thickness did significantly predict greater subjective word-finding difficulty ( $b = -4.90$ ,  $p < .05$ ;  $R^2 = .22$ ).

CONCLUSION:

Although the left parietal lobe was not associated with subjective word-finding, reduced cingulate cortex thickness displayed a significant association. These findings suggest that self-reported language complaints in later-stage MS may reflect changes in metacognitive networks rather than primary language regions. Theoretical implications will be discussed.

**Learner Outcome:**

At the culmination of the session the participant will be able to understand the significance of the subjective measure used to assess word-finding difficulties in MS.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Overidentification of Bilingual Students in Speech Services

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** - TCNJ

**Presenter(s):**

**Abstract:** The purpose of the study is to highlight the crucial issue of overidentification of bilingual students by answering the questions of how common overidentification is for bilingual students, as well as determining potential explanations for how this disproportionality occurs. The methods of carrying out the study include analysis of statistical and qualitative data collected through literature review, interview with a bilingual speech therapist with extensive knowledge and experience on the issue, as well as interview with a researcher in the field.

**Learner Outcome:**

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Perceptions and Adherence: Infection Control Among Audiology Students

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Ilse Wambacq - Montclair

**Presenter(s):** Theresa Piliero

**Abstract:** Audiology has traditionally been viewed as a low risk healthcare profession, based on the assumption that practitioners face minimal exposure to disease and infection. However, this perception is misleading given the realities of audiological practice. Clinicians regularly work in close proximity to patients, share equipment, and encounter bacterial, viral, and fungal pathogens in clinical settings. Although professional and governmental agencies have established standard infection control guidelines, adherence to these measures is often subpar in professions perceived as low risk.

Since perception is a motivator for behavioral choices, this study examines how audiology students (years 1–3) perceive their occupational risk and how those perceptions relate to their adherence to standard precautions. A multi-domain survey was used to evaluate five areas: perception of risk and importance, adequacy of training and preparedness, self-reported adherence to protocols, clinical environment influences, and perception practice discrepancies.

By focusing on students entering the profession, this research explores whether knowledge of appropriate procedures consistently translates into clinical implementation. The goal is to better understand how risk perception, along with training and environmental factors, influences infection control behaviors in audiology students. Identifying these relationships may help clarify barriers to adherence and support efforts to better align student practice with established safety protocols, promoting both patient and practitioner safety.

**Learner Outcome:**

Identify the discrepancy between the perception of audiology as a low risk profession and the actual exposure risks present in clinical practice.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Screen time and language development in children: A systematic review

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Anthony Koutsoftas - Seton Hall

**Presenter(s):** Lauren Sherlock, Amanda Miller, Gianna Zappulla, Katelyn Scannell, Kelly Peter

**Abstract:** American children spend between five to seven hours a day on screens (Welia Health, 2023); yet the American Academy of Pediatrics recommended no more than two hours of screen time per day prior to 2025 (Dy et al., 2023; American Academy of Pediatrics, 2025). The purpose of this systematic review was to determine the effects of screen time on language development in children under the age of six, as reported in the research literature. Six studies were identified that met the inclusion criteria for the review and included

cross-sectional, case control, and observational research studies. Inclusion criteria for the selected studies ensured that samples represented typically developing children under the age of six, screen time interaction was independent rather than parent assisted or supervised, and research yielded language development outcomes. Key variables were extracted from these studies and included language outcome measures, sample descriptions, statistical significance with effect sizes, and other study descriptors. These results are presented descriptively in tabular format to summarize findings from across the six studies that met inclusion criteria. Findings from across studies are discussed, including key takeaways from this systematic review which SLPs can use to educate the public and caregivers on the impacts of extended screen time on language development.

**Learner Outcome:**

At the culmination of the session, the participant will be able to educate others on the effects of screen time on language development in children under six years of age.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Semantic Predictability of the QuickSIN Sentences: A Cloze Probability Analysis

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Iyad Ghanim; Dr. Alyssa Smith - Kean

**Presenter(s):** Delaney Clark, B.A., is a graduate student in Speech-Language Pathology at Kean University and currently serves as a research assistant with a focus in linguistics and speech perception. She has clinical experience administering and analyzing standardized assessments. Additionally, she has experience as a teacher's assistant for phonetics.

**Abstract:** Difficulty hearing speech in adverse listening environments are common patient complaints, not limited to those diagnosed with hearing loss. However, tests assessing speech perception in noise abilities lack recent standardization, conflict, and have low reliability (Sharma et al., 2017; McArdle, 2005), and use sentences as test stimuli which may introduce facilitatory semantic context (Wilson et al., 2007). Under the premise that semantically predictable sentences are processed easier, this study evaluated the semantic predictability of sentences in QuickSIN™ by Etymotic® Research Inc (“QuickSIN”). A cloze task administered to 86 college-aged individuals asked them to view QuickSIN sentence stems without final words and supply the most likely ending. Sentences where ≥67% of participants supplied the same final word were considered to have a high cloze proportion and highly predictable (as per Block & Baldwin, 2010). Responses were then organized by high and low cloze probability and if the supplied final words matched or did not match the final word in the original QuickSIN test. Results showed inconsistencies in the semantic predictability of the QuickSIN sentences, with 8 predictably ending sentences (high cloze) and 64 unpredictably ending sentences, about half of which did not match the QuickSIN endings. Based on these findings, the QuickSIN and other audiological screeners using sentences should be evaluated and normed for their degree of semantic content embedded in the stimuli. Speakers process linguistic context differently: thus, an auditory speech-in-noise assessment should be normed for semantic predictability to accurately assess auditory rather than linguistic processing.

**Learner Outcome:**

Describe issues with the QuickSIN speech-in-noise test and its validity/reliability.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Some mistakes are better than others: a phonological error analysis

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Daniel Kleinman and Dr. Nicole Landi - Yale

**Presenter(s):** Hannah Ferguson (Dr. Daniel Kleinman and Dr. Nicole Landi are co-authors and my supervisors, but will not be presenting NJSHA)

**Abstract:** Phonological awareness (PA)—the ability to recognize and manipulate sound structures of spoken language—positively predicts reading skill (Frost et al., 2009). PA is often assessed via the Blending Words task, which measures the ability to combine phonemes into words (Wagner et al., 2013). We undertook an analysis of errors to explore relationships with later attainment (Snowling et al., 1986; Roeltgen, 1992). Specifically, we ask: Do some kinds of errors presage better future performance?

21 students (age 8-18 years; M=11) with reading disability (RD) were administered the Blending Words subtest at three timepoints (April 2024, October 2024, April 2025). Incorrect responses were coded as phonologically proximate (e.g., ‘stam’ for ‘stamp’), unrelated (e.g., ‘stunk’), phonologically distant (e.g., ‘smack’), syllabic (e.g. ‘stamping’), or non-answers. A generalized logistic mixed-effects model was conducted to estimate the odds that—if a participant made that error in response to a target—they would correctly respond to that target in the future.

Phonologically proximate errors were significantly more likely to resolve to correct responses (83%) six months later than either unrelated responses (53%;  $z=-2.75$ ,  $p=.006$ ), syllabic errors (45%;  $z=-3.21$ ,  $p=.001$ ), or non-answers (18%;  $z=-4.49$ ,  $p<.001$ ).

These results indicate that not all errors are alike. Near-miss responses may be associated with better future performance because they indicate stronger PA or better phonological memory, which have been linked to reading ability (Wagner & Torgesen, 1987). Thus, analyzing phonological errors may reveal more fine-grained information about a student’s phonological profile.

**Learner Outcome:**

At the culmination of this session, the participant will be able to comment on the connection between reading disability and phonological awareness.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Sound Localization While Snowboarding with Music

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Subong Kim - Montclair

**Presenter(s):** Grace Vericker

**Abstract:** Authors: Grace Vericker, Ilse Wambacq, Anne Marie Olson, and Subong Kim

Department of Communication Sciences and Disorders, Montclair State University, Montclair, NJ, USA

Snowboarding is a fast-paced winter sport that requires constant attention to avoid accidents and respond to dangers. Although helmets are often used to protect the head, they can make it harder to hear and locate sounds, both of which are critical for staying safe. Additionally, people commonly use earbuds on the slopes, which make it even harder to localize environmental sounds. This study investigated how wearing a helmet, using earbuds, and listening to music affect a snowboarder's ability to localize sounds. Twenty adults between 21 and 34 years old with normal hearing took part in a sound localization task. The participants listened to a vocal stimulus presented from seven speakers, each positioned 45 degrees apart, under snowboarding noise. Each participant wore the helmet and completed the test in four conditions: helmet only, helmet with earbuds and no music, helmet with earbuds and music at 65 dB A, and helmet with earbuds and music at 70 dB A. Preliminary data indicated that blocking sounds with earbuds and increasing the volume of music make it more difficult to locate target sounds, lowering accuracy and increasing reaction time. This research is crucial because missing sounds or reacting slowly to danger can increase the risk of injury, especially when slopes are busy or visibility is poor. The results could help shape safety advice about using personal audio devices during winter sports.

**Learner Outcome:**

How accuracy is affected by helmet use and earbud use

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Spelling patterns in students with and without Language-Based Learning Disabilities

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Anthony Koutsoftas - Seton Hall

**Presenter(s):** Kelsey Contreras, Daniela Gencarelli, Elizabeth McCollum, Dr. Anthony Koutsoftas

**Abstract:** Background: Spelling is a complex skill that draws upon multiple levels of language and has important implications for assessment and intervention with school-aged children. In this study, we refined a spelling coding rubric developed in prior research to assess the validity with which it can be applied to writing samples obtained from students with and without language-based learning disabilities (LLD).

**Aims:** The two purposes of the current study were to: 1) determine the inter- and intra-rater reliability for coding errors using the revised rubric and 2) use the revised rubric to describe spelling error patterns in students with and without LLD, both on first drafts and final copies.

**Method:** This study used an extant data set of narrative writing samples obtained from 64 students with and without LLD. The procedures included two iterative applications of the spelling coding rubric by the authors of the paper, to refine its use and bolster reliability. Then error patterns were compared between groups and across first drafts and final copies.

**Results:** Inter- and intra-rater reliability were at acceptable levels demonstrating the promise of the revisions made to coding procedures. While students with LLD made significantly more spelling errors than peers with TD, the pattern of spelling errors by category (phonological, morphological, semantic, orthographic) were similar between groups.

**Discussion:** The findings from this study demonstrate the validity and reliability of the revised spelling coding rubric and can support SLPs in their analysis of spelling errors for students with LLD. Future directions are provided.

**Learner Outcome:**

Participants will be able to describe the spelling coding rubric developed and used in the study.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Supporting Neurotypical Siblings of Children with Autism: Educational/Familial Approaches

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Amanda Schroeder, M.S., CCC-SLP - William Patterson

**Presenter(s):** Cara Scancarella, Brianna Pizzariello, Paige Sutton and Samantha Sanders

**Abstract:** Family-centered practice is a core component of effective speech-language pathology services. When working with individuals with autism spectrum disorder (ASD), family dynamics play a significant role in intervention and overall outcomes. However, sibling dynamics, particularly the experiences of “glass children,” or neurotypical siblings of individuals with ASD, are often overlooked in clinical practice. This study examines the perspectives of both speech-language pathologists (SLPs) and adult glass children through two electronic surveys to better understand how siblings are acknowledged and supported within family-centered care. By analyzing quantitative trends and qualitative themes, this study aims to identify gaps in practice and provide practical, evidence-informed strategies for SLPs across school, medical, and private settings to more fully integrate siblings into holistic, family-centered service delivery.

**Learner Outcome:**

Analyze speech-language pathologists’ perspectives across various clinical settings regarding their role in supporting neurotypical siblings (“glass children”) within family-centered care.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** The Effect of Affect and Personality on Perceived Speech in Noise performance

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** - Montclair

**Presenter(s):** Roxana Pena, BA, MSU Audiology Doctoral Student

**Abstract:** Effective communication is closely tied to quality of life, yet many adults report difficulty understanding speech in noisy environments, even when they have clinically normal hearing. Standard audiometric testing often fails to capture these real-world challenges, leaving some individuals feeling frustrated or dismissed. Speech-in-noise (SIN) measures such as the Quick Speech-in-Noise test (QuickSIN) provide a functional assessment of signal-to-noise ratio (SNR) loss, but discrepancies frequently remain between objective performance and subjective listening experiences. This suggests that non-auditory factors, including personality and mood, may influence perceived communication difficulty.

This study examines the relationship between objective SIN performance and subjective self-reports of cognitive, personality, and psycho-emotional factors in adults with normal hearing. Ten participants aged 20–45 years with pure-tone thresholds  $\leq 20$  dB HL (250–8000 Hz) will complete audiometric testing and the QuickSIN. Cognitive-linguistic ability will be screened using the Boston Naming Test. Personality traits will be measured with the Big Five Inventory, and mood will be assessed using the Beck Depression Inventory and the Beck Anxiety Inventory. Participants will also complete ecological momentary assessment (EMA) surveys three times daily to capture real-time listening context, perceived effort, and emotional state. It is hypothesized that higher neuroticism and elevated anxiety or depressive symptoms will be associated with greater perceived SIN difficulty, independent of objective QuickSIN performance. Findings may support a more holistic, biopsychosocial approach to audiological assessment and counseling for individuals who report listening challenges despite normal hearing sensitivity.

**Learner Outcome:**

At the culmination of the session, the participant will be able to describe how results from the Quick Speech in Noise test relate to patient reports of difficulty hearing in noise.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** The Effect of Hearing Protection Devices on Localizing Firearms

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Subong Kim - Montclair

**Presenter(s):** Melissa Rafaniello

**Abstract:** Firearm use is associated with high-level impulse noise that places individuals at risk for noise-induced hearing loss, making hearing protection devices (HPDs) essential for preserving peripheral auditory function. However, HPDs may also compromise critical auditory skills such as sound localization, which are necessary for situational awareness and safety in hunting and shooting environments. Using 20 normal hearing individuals aged 18-35, this study aimed to evaluate the effects of passive and active HPDs on perception of localizing simulated firearm sounds. A hunting rifle sound was presented randomly through 7 different loudspeakers spaced 45 degrees apart. Participants were asked to identify which speaker the stimulus came from under 4 four listening conditions: 1) no HPD, 2) passive HPD (foam earplugs) only, 3) active HPD (electronic earmuffs) only, and 4) simultaneous passive and active HPDs. Preliminary results showed that HPD use negatively affected localization accuracy and reaction time, with the greatest impairment in the combined HPD condition. Findings on localization accuracy and response patterns across each condition, along with overall conclusions and implications for future research, will be further discussed. This study is significant because while HPDs are necessary to prevent auditory damage, reduced localization ability may introduce safety risks in outdoor firearm settings. Findings from this research will contribute to the growing body of literature examining the tradeoff between auditory protection and spatial awareness, and may inform evidence-based recommendations for safer HPD design and use in high-risk acoustic environments.

**Learner Outcome:**

Describe how different hearing protection devices (passive, active, and combined) affect the ability to localize firearm sounds.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** The Effects of Face Masks on Speech Perception in Quiet for Bilingual Italian/English Speakers

**Presentation Time:** Friday, April 17/10:00am-11:00am

**Author/School:** Financial Disclosure: Research funding in the form of a \$1,000 graduate research grant was provided by Montclair State University to support participant compensation. Non-Financial Disclosure: The presenter has no relevant non-financial relationships to disclose. - Montclair

**Presenter(s):** Arianna Trouwborst

**Abstract:** Speech perception relies on the integration of both acoustic and visual information, with listeners combining auditory signals and visual speech cues to facilitate understanding. While both monolingual and bilingual listeners benefit from these cues, research suggests that bilinguals may depend more heavily on clear visual input to compensate for increased processing demands in their non-dominant language.

This study investigated the effects of mask-wearing, which are known to alter both the visual and acoustic properties of speech, on speech perception in quiet among bilingual Italian-English and monolingual English-speaking adults. Twenty adults with normal hearing (10 bilingual, 10 monolingual) completed a sentence recognition task using high-predictability sentences presented under four experimental conditions: mask present with lower half of the face visible, mask present with lower half of the screen covered, no mask with lower half of the face visible, and no mask with lower half of the screen covered.

Results indicated that monolingual participants consistently outperformed bilingual participants across all listening conditions. For bilingual listeners, performance was significantly reduced in the covered conditions compared to the uncovered conditions, suggesting greater reliance on visual cues when compared to monolingual participants. Across both groups, a significant main effect of mask presence was found, with surgical masks leading to lower accuracy scores overall, regardless of visual access to the lower half of the speaker's face.

These findings highlight the impact of masks on acoustic signals and the dependence on visual cues for speech perception, particularly for bilingual listeners. The results underscore the importance of considering individual linguistic backgrounds when assessing communication challenges in masked interactions, even in quiet environments.

**Learner Outcome:**

Analyze how visual access to a speaker's face (e.g., masked vs. unmasked conditions) influences speech perception accuracy in monolingual and bilingual adults.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** The Impact of Executive Attention Load on Postural Control

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** The presenter has no relevant financial relationship to disclose - Montclair

**Presenter(s):** Brooke Cimaglia

**Abstract:** Balance is often viewed as a physical, sensorimotor process; however, maintaining stability also requires cognitive resources such as attention. When individuals perform a mental task while standing, attention must be shared between cognitive processes and balance, which may affect postural control. This study examined how increasing executive attention load influences balance performance in healthy young adults using the Bertec Balance Advantage System. Eighteen neurotypical adults ages 20–35 participated in this study. The participants first completed a baseline quiet-stance condition to confirm stable postural control. They then performed two dual-task conditions using a Virtual Reality (VR) Stroop task at medium and fast speeds while maintaining a quiet stance. During the Stroop task, participants verbally stated what the word says while ignoring the ink color, increasing executive attention demand. Dual-task performance was quantified using compliance scores (primary outcome), Stroop accuracy, and obstacle avoidance percentages. Our preliminary results showed that higher cognitive load resulted in reduced compliance scores, particularly during the fast-speed condition, reflecting increased cognitive–motor interference. The findings from this study may support the idea that balance is not purely motor-based but is also influenced by executive attention processes. This research may provide a foundation for future balance studies involving individuals with attention-related difficulties.

**Learner Outcome:**

Describe the relationship between executive attention load and postural control during dual-task performance.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** The role of language background on subjective and objective measures of proficiency

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Annette Estevez - Kean

**Presenter(s):** Annette Estevez and Thikra Mohammad

**Abstract:** Language proficiency is shaped by experiential, developmental, and contextual factors. Prior research has documented variability in proficiency outcomes as a function of context of exposure (e.g., naturalistic immersion versus classroom instruction). However, gaps remain in understanding how different acquisition pathways relate to both objective performance and individuals' perceptions of their expressive competence across monolingual, bilingual, and multilingual adults. This study examined how language acquisition history influences proficiency as measured by category fluency performance and self-rated expressive communication across diverse language users. Correlations examined relationships between number of months spent in a country, family or work environment, and naming performance and perceived spoken proficiency in each language. Findings showed weak correlations between self-ratings and immersion in both mono- and bilinguals' dominant language. Moreover, correlations in that language between fluency scores and immersion were more robust in mono- and multilinguals, but not bilinguals. In contrast, all correlations in the bi- and multilinguals' second and third dominant language were stronger, although with weaker correlations between the number of months spent in a family and both self-rated proficiency and fluency scores. Findings suggest that objective language performance and self-perceived expressive ability do not always align, particularly in individuals' dominant language. However, in nondominant languages, measurable lexical retrieval may more closely reflect perceived proficiency. These findings matter because they highlight the multidimensional nature of language competence across acquisition pathways. For speech-language pathologists, the results emphasize the importance of integrating both standardized performance measures and self-report data to ensure culturally responsive, comprehensive assessment of multilingual clients.

**Learner Outcome:**

1. Describe how language acquisition pathways influence objective and self-perceived expressive proficiency.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Theta Transcranial Alternating Current Stimulation to Improve Functional Communication in Post-Stroke Aphasia

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Dr. Kate Nealon - Montclair

**Presenter(s):** Madison Mulhall, Omayma Jabara, Dr. Kate Nealon

**Abstract:** Post-stroke aphasia is characterized by impairments in language production and comprehension that significantly impact everyday, functional communication. Emerging evidence suggests a link between these language deficits and association with atypical neural activity, particularly within the theta frequency range, linked to poorer language recovery. Non-invasive brain stimulation techniques, such as transcranial direct current stimulation (tDCS) have shown promising results for improving single word-production in people with aphasia, however few studies have examined whether functional communication improves.

Transcranial alternating current stimulation (tACS) may offer a novel approach that targets neural oscillations that support complex language use, particularly the integration of language and cognitive processes such as working memory. Individuals with aphasia will receive either sham or active high definition theta frequency tACS (6.5 Hz) applied over the left inferior gyrus (IFG) while completing language production, comprehension and working memory related tasks.

Speech analysis software is used to obtain objective measures of functional communication: response latency, utterance duration and length, and speech rate. We hypothesize that active theta-tACS, compared to sham stimulation will result in improved response time, and improved functional communication outcomes. This study hopes to advance understanding of the relationship between language and cognition and neuromodulation as a clinically relevant tool for improving outcomes in this population.

**Learner Outcome:**

Describe the difference between tDCS and tACS.

**Level of Instruction:** Advanced

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Toward Tier 1 AAC Supports: Perspectives from School-Based Professionals

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Grace Clark, Ph.D., CCC-SLP - Montclair

**Presenter(s):** Gabriella Pesantes

**Abstract:** Augmentative and alternative communication (AAC) is essential for many autistic children with communication-related disabilities, yet school-based implementation remains inconsistent and often limited to individualized (Tier 3) supports. Emerging Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning frameworks suggest AAC could function as a Tier 1, universal support benefiting all learners. This study explored current AAC service delivery practices and perceptions of Tier 1 implementation among school-based professionals.

Eighteen participants (speech-language pathologists (SLPs), assistive technology (AT) specialists, and one special educator), from 16 districts across nine U.S. states participated in structured focus groups. Using a mixed-methods design, participants rated 11 statements regarding district AAC practices via Likert-scale polling and engaged in moderated discussion. Quantitative data were analyzed descriptively and correlationally; qualitative data were summarized using a bottom-up thematic approach.

Results revealed substantial variability in AAC infrastructure across districts. Overall agreement that districts effectively implement Tier 1 AAC support was low. Districts with greater AT full-time equivalent (FTE) staffing reported significantly higher ratings of Tier 1 implementation. Participants described inconsistent AAC modeling, limited staff training, reliance on individual clinician advocacy, and minimal collaboration with adult AAC users. While AT specialists increased access to devices and materials, consistent, system-wide modeling and policy guidance were often lacking.

Findings suggest that AAC remains conceptualized primarily as an individualized intervention rather than a universal instructional support. Expanding AT capacity, clarifying Tier 1 expectations, and strengthening district-wide training may promote more equitable AAC access and participation across school settings.

**Learner Outcome:**

Identify the barriers in AAC implementation across school districts.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** Using a Cycles Approach to Train Perception and Production in RSSD

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Elaine R. Hitchcock, PhD, CCC-SLP - Montclair

**Presenter(s):** Alexis Gallagher

**Abstract:** Children with residual speech sound disorders (RSSD) produce speech patterns that diverge from those typical of their dialect community which last beyond the expected age of mastery (McCallister & Campbell, 2016). Speech pattern differences may negatively impact literacy skills, social well-being, and educational performance across the lifespan (Hitchcock et al, 2015; McCormack et. al, 2009). One of the most difficult sounds to treat with the highest rate of error pattern difference is the English /ɹ/ sound (Villacorta, Perkell, and Guenther, 2007). Existing research demonstrates that children with RSSD affecting /ɹ/ often struggle to perceive the /ɹ/ sound when spoken by others and themselves; inhibiting generalization of a correct /ɹ/ sound (Cabbage & Hitchcock, 2022). This case study was designed to train perception and production in an, individualized for a child aged 8;4. Inclusionary criteria included a standardized speech, language and hearing evaluation. The study included four baseline probes, twelve perception training sessions (conducted twice per week for four weeks), three midpoints, eight production training sessions (twice per week for four weeks), four post-treatment probes, four maintenance production sessions (once per week for four weeks), and two follow-up probes. The first round of perception training showed gains in perception but the probe data revealed no improvement in production. Following biofeedback production training, meaningful gains were observed in perception and production accuracy. Findings suggest a bidirectional relationship between perception and production accuracy; consistent with the findings of Preston et al., 2020.

**Learner Outcome:**

1. At the culmination of the session the participant will be able to identify three factors that may be impacted when a child is diagnosed with RSSD.

**Level of Instruction:** Intermediate

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures

**Presentation Title:** What Builds Professional Identity in CSD Undergraduate Students

**Presentation Time:** Friday, April 17/1:45pm-2:45pm

**Author/School:** Financial and Non-Financial Disclosure: Dr. Villanueva receives a salary from Kean University and serves as the undergraduate program coordinator. - Kean

**Presenter(s):** Alyona Kladova is an undergraduate CSD student at Kean University. She has no relevant financial disclosures.

**Abstract:** The purpose of this study was to build upon prior health professions research to examine the relationship between professional identity formation (PIF) and influences such as program status, credits earned, employment experience, or social media use in undergraduate students. PIF reflects how students think, act, and feel as emerging professionals, including dimensions such as knowledge of professional practices, professionals as role models, experience with the profession, preference for a particular profession, and professional self-efficacy. Thirty-five undergraduate Speech-Language-Hearing Sciences students at Kean University completed a survey regarding their perceptions of PIF, academic program and work experiences, and social media use related to professional development. Preliminary analyses revealed that educational and social-media-related factors were positively associated with PIF, with the strongest association found between following speech-field developments on social media and PIF ( $r = .683, p < .001$ ). The number of social media channels followed also showed a moderate, significant correlation with PIF ( $r = .512, p = .035$ ). Findings suggest intentional, career-focused social media use is most strongly associated with higher PIF and supports the inclusion of exposure to professional social media resources and early field exposure into coursework. This will help foster role clarity, self-efficacy, and clinical readiness, all strengthening PIF.

**Learner Outcome:**

Participants will be able to define professional identity formation (PIF) and explain its importance in undergraduate education, specifically in Communication Sciences and Disorders.

**Level of Instruction:** Introductory

**Financial Disclosure:** There are no financial disclosures

**Non-Financial Disclosure:** There are no non-financial disclosures