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Speech-Language and Audiology Canada's 2016

CONFERENCE

ABSTRACTS

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INVITED SPEAKER SESSIONS

The Science of Making Friends: The UCLA PEERS Program*Courtney Carlisle Bolton, PhD***(Preconference Workshop)**

Intermediate: Social deficits are known to be a significant problem for individuals with Autism Spectrum Disorder (ASD), ADHD, social anxiety, and other neurodevelopmental disorders. Yet very few evidence-based social skills programs exist for high-functioning individuals with these conditions. In this interactive and lively presentation, Courtney Carlisle Bolton of the UCLA Semel Institute will be providing an overview of PEERS, an empirically supported social skills program for teens and young adults and their parents. Additionally, a brief overview of an adaptation of the treatment program for toddlers will be provided. Within the framework of solid research evidence, concrete rules and steps of social etiquette will be highlighted to promote the development and maintenance of friendships for youth struggling with these skills.

Learning Objectives:

Participants will be able to:

1. Understand the social deficits common among individuals with neurodevelopmental disorders.
2. Learn about evidence-based methods for teaching social skills to toddlers, teens, and young adults.
3. Obtain an overview of ecologically valid social skills needed for making and keeping friends and handling peer conflict and rejection.

Innovative Interventions for People with Cognitive Communication Challenges*Michelle Bourgeois, PhD, CCC-SLP and Ellen Hickey, PhD, CCC-SLP*

Intermediate: This presentation will describe evidence-based assessments and interventions for people with communication challenges from mild cognitive impairment, dementia, primary progressive aphasia or aphasia. Examples include spaced-retrieval training, graphic and written cues, Montessori programming and Life Participation Approach to Aphasia programming. It will also discuss life participation outcomes that are desirable and intervention goals that are appropriate for clients in community and residential care settings.

Learning Outcomes:

Participants will be able to:

1. Describe procedures to assess life participation and quality of life outcomes for people with communication challenges from mild cognitive impairment, dementia, primary progressive aphasia, or aphasia.
2. Match appropriate interventions and instructional approaches to a variety of cognitive communication, sensory, social and leisure abilities and needs in a range of settings.

3. Describe how to implement and evaluate various evidence-based techniques including spaced retrieval, errorless learning, strategy training, written and graphic cuing, and group therapy approaches to enable clients to meet therapeutic goals.
4. Summarize the latest research evidence for interventions aimed at functional communication, participation and quality of life for individuals with mild cognitive impairment, dementia, primary progressive aphasia and aphasia.

Tools for Supporting Children’s Reading Development: Focusing on Building Blocks of Language

Hélène Deacon, B.Sc., PhD, PDF

Introductory: We focus here on key building blocks of language: roots and affixes. We describe how children naturally use these to understand complex words and spell them. We also explore how we might all support children in building on these skills to optimize vocabulary and reading development.

Learning Objectives:

Participants will be able to:

1. Describe roots and affixes.
2. Describe how children use roots and affixes in language and in reading.
3. Develop ways to increase children’s use of roots and affixes in their language and reading.

Managing Feeding Difficulties in the Preterm Population and Young Children from Ages One to Six

Pamela Dodrill, PhD, CCC-SLP

Intermediate: The morning session will discuss issues that need to be considered when working with the preterm population in the NICU and post-discharge. We will discuss research regarding neonatal and infant feeding patterns in this population as well as evidence-based feeding management strategies.

Learning Objectives:

Participants will be able to:

1. Describe the relationship between gestational age at birth and age at attainment of initial oral feeding milestones in preterm neonates.
2. List five key areas that should be evaluated when assessing the feeding skills of preterm neonates.
3. Describe common patterns of feeding development in preterm infants in the first year post-discharge.
4. Describe common patterns of nutritional intake in preterm infants in the first year post-discharge, and how this may be related to the development of feeding skills.

Intermediate: The afternoon session will focus on managing feeding difficulties in young children from ages one to six. We will discuss and demonstrate key assessment tools and therapy approaches. We will also discuss research findings regarding the efficacy of intervention in this population.

Learning Objectives:

Participants will be able to:

1. List five key areas that should be evaluated when assessing a child presenting to an outpatient feeding clinic.
2. Describe the difference between feeding therapy approaches based on operant condition and systematic desensitization.
3. List five key factors that should be discussed with families when determining which feeding therapy approach to use with children with behavioral feeding difficulties.

Making a Difference: Best Treatment Practices for Preschool and School-Aged Children's Speech Sound Disorders

Debra Goshulak, M.H.Sc., S-LP(C)

Intermediate: This full day session will provide a review of information about various speech sound disorders. The focus will be on the development of effective and meaningful goals, vocabulary and therapy techniques for children with speech sound disorders. The purpose of the session is to provide communication health assistants with practical ideas for use in therapy.

Learning Outcomes:

Participants will be able to:

1. Understand differences between dysarthria, childhood apraxia of speech and other speech sound disorders.
2. Understand how assessment information is used to develop goals and goal progression.
3. Develop target vocabulary according to goals.
4. Use cueing strategies in therapy.
5. Use motor speech principles in therapy.
6. Use story books to target goals and set theme for therapy sessions.
7. Develop roles for caregivers and home practice activities.

Language-Based Assessment and Intervention for Children who use AAC:Direct & Indirect Approaches

Jennifer Kent-Walsh, PhD, CCC-SLP, S-LP(C)

Intermediate: Language and communication expectations often are set too low for children with complex communication needs. This course will present evidence-based assessment and intervention approaches to improve results for children with augmentative and alternative communication (AAC) needs. Both direct and indirect interventions, including grammar and communication partner interventions will be covered.

Learning Objectives:

Participants will be able to:

1. Describe an application of dynamic assessment for use in pediatric AAC service-delivery.
2. Describe at least one grammar intervention approach that can be used to target linguistic rule acquisition with children using AAC.
3. Describe at least two potential positive impacts grammar intervention can have on the expressive language skills of children using AAC.
4. Describe common communication patterns of children using AAC and their communication partners.
5. Describe at least two criteria for successful skill selection in providing indirect intervention by working with communication partners of children using AAC.
6. Describe at least two steps and two instructional techniques of an evidence-based protocol for partner instruction
7. Describe at least two potential positive impacts partner instruction can have on the communication of children using AAC.

Bilingualism and its Advantages: Implications for Clinical Practice With Children With Language and/or Intellectual Delay

Stefka Marinova-Todd, B.A., M. Ed., EdD

Intermediate/Advanced: There is a myriad of cognitive, linguistic and socio-cultural advantages of bilingualism. First, I will present on bilingual language development and how it relates to executive functions, literacy, and academic achievement. Then, we will discuss the capacity of children with developmental delay to be bilingual and its implications for assessment and intervention in the field of communication disorders.

Learning Objectives:

Participants will be able to:

1. Describe how language development of bilinguals from birth through adolescence is similar and different to that of monolinguals.
2. Identify different types of bilingualism.
3. Explain how levels of bilingualism relate to executive functions, literacy and academic achievement in schools.
4. Appreciate the effect of the home language and culture on how a child functions in English.
5. Advocate for children with developmental delay/disorders to be raised bilingually.
6. Explain why bilingualism is not detrimental for children with special needs.
7. Apply knowledge about bilingualism during assessment and intervention of preschool and school-age children who are bilingual.

Planting Two Trees With One Seed: AAC Support for Problem Behaviour in Children With ASD

Pat Mirenda, PhD

Intermediate: This presentation focuses on evidence-based augmentative and alternative communication (AAC) support for individuals with autism spectrum disorder (ASD) and problem behaviour. Participants will learn strategies, including augmented input support, such as visual schedules and contingency maps as well as augmented output interventions such as functional communication training and choice-making support. Case study examples and videos will illustrate the approaches.

Learning Objectives:

Participants will be able to:

1. Explain the relationship between communication and problem behaviour.
2. Describe essential elements in the design of visual schedule and contingency map interventions.
3. Describe four essential elements of functional communication training.
4. Give an example of the use of AAC for choice-making as a solution for problem behaviour.

New Trends in Dysphagia Treatment and Assessment

Debra Suiter, PhD, CCC-SLP, BCS-S

Intermediate: This session reviews the available evidence in a number of areas of dysphagia assessment, including a discussion of dysphagia screening, the clinical swallow evaluation, and the use of instrumental assessment. We will also discuss current evidence related to dysphagia intervention strategies and discuss emerging treatments for swallowing disorders.

Learning Objectives:

Participants will be able to:

1. Discuss the difference between screening and assessment of dysphagia.
2. Describe the advantages of videofluoroscopic and endoscopic examinations of swallowing.
3. Discuss the different components of the clinical swallowing examination and the information that can be gained from each of these components.
4. List evidence-based signs/symptoms of aspiration that can be determined during clinical assessment of swallowing.
5. Discuss new treatments available for individuals with dysphagia.

Text Comprehension: Scaffolding Active Strategic Reading

Teresa Ukrainetz, PhD, S-LP(C)

Intermediate: Understanding and learning from academic texts involves purposeful, strategic reading. There is considerable evidence on what makes an effective and comprehensive reading instruction program. However, S-LPs need to be strategic about their roles within this large picture. An aspect of this instruction program that is particularly suited to the expertise and resources of S-LPs involves teaching students to use text comprehension strategies, such as text preview, summarization, and comprehension monitoring in their academic reading and learning. This talk presents the research evidence on strategy instruction, including the use of explicit instruction, spoken interactions around text, cognitive modeling, peer learning, classroom connections and disciplinary literacy. The talk focuses on transferring comprehension strategies from teaching tools of the S-LP to learning tools of the student.

Learning Objectives:

Participants will be able to:

1. Describe the components of text comprehension.
2. Explain the role of the S-LP in effective text comprehension instruction.
3. Explain how to scaffold secondary students into strategic use of comprehension strategies.

Psychobiological Mechanisms in the Influence of Stress on Voice: Basic Science and Clinical Perspectives

Katherine Verdolini Abbott, PhD, CCC-SLP

Intermediate: Clinical wisdom has long held that some conditions affecting voice have their roots in stress. However, until recently, few data have been available to assess this assumption. This six-hour presentation will provide historical background on speculations about the stress-voice connection, as well as models that suggest possible mediation through both personality attributes and autonomic nervous system functioning. Recent data will be presented that sheds light on theoretical models and generally supports these models. Research will also be presented about effects of meditation, which is largely held to be stress-reducing, on inflammatory responses in the vocal folds following acute vocal fold inflammation induced in the laboratory. The second part of the presentation will relate basic scientific findings to clinical practice. Particular emphasis will be given to mediation and other mind-body techniques that may be relevant for a subset of the population that experiences voice problems. Throughout, special recognition will be given to the work of Dr. Maria Dietrich and Dr. Leah Helou, whose work has been seminal in the study of stress and stress reactivity and their influence on voice.

Learning Objectives:

Participants will be able to:

1. Identify historical background in speculations on voice/stress relations.
2. Describe specific models suggesting both personality and physiological pathways that may mediate a relation between stress and voice.
3. Describe recent findings that shed light on personality and physiological pathways mediating a relation between stress and voice.
4. Utilize specific techniques in the clinic that the literature suggests are stress-reducing, and may help to reduce acute inflammatory responses in the larynx.

Social Determinants of Health Among Aboriginal Populations in Canada

Fred Wien, BA, MA, PhD

Intermediate: This presentation focuses on what we know about the social determinants of health as they affect Aboriginal populations, especially those determinants that are distinctive given their histories, cultures and conditions. How this affects service providers and what actions can be taken to address determinants will also be discussed.

Learning Objectives:

Participants will be able to:

1. Understand basic background information on the health status and conditions of First Nation, Inuit and Métis populations in Canada.
2. Become more familiar with the social determinants that drive health outcomes in Aboriginal communities and what steps can be/are being taken to address these determinants.
3. Discuss and reflect on providing health-related services to Aboriginal populations in view of the cultural and other differences that exist.

CONTRIBUTED PAPER PRESENTATIONS

Bilingualism in Children with Autism Spectrum Disorder

Myriam Beauchamp, S-LP, Université de Montréal, Montreal, QC; Boutheina Jemel, Université de Montréal, Montreal, QC; Andrea MacLeod, PhD, Université de Montréal, Montreal, QC

Introductory: Autism affects one in 68 children, many of whom present language delays. Consequently, health-care professionals often recommend that bilingual families focus on a single language in order to avoid further delays. However, such recommendations are no longer supported by research and can have negative impacts on children with ASD.

An International Crosslinguistic Phonology Project: A Case and Website Illustration

Barbara Bernhardt, PhD, R.SLP, University of British Columbia, Vancouver, BC; Daniel Bérubé, PhD, S-LP(C), Université de St Boniface, Winnipeg, MB; Joseph Stemberger, PhD, University of British Columbia, Vancouver, BC

Intermediate: A cross-linguistic study of phonological development is expanding the clinical application of nonlinear phonology. A project website provides new (free) resources and tutorials. A case study of an English-speaking 3-year-old with protracted phonological development will illustrate the application of nonlinear phonology to intervention and introduce the website tutorials/resources.

How Cognition Impacts Navigational Skills: Taxonomic Versus Schematic Organization

Mélanie Blais, Laurentian University, Sudbury, ON; Sarah Blakely, Laurentian University, Sudbury, ON; Shawna Sterner, Laurentian University, Sudbury, ON; Manon Robillard, M.Sc.S., PhD, Reg. CASLPO, Laurentian University, Sudbury, ON

Intermediate: The goal was to examine cognitive and navigational skills using two organization methods. Over 200 children aged 4-6 were assessed using an iPad (half used a taxonomic layout, half a schematic layout). Results revealed important information regarding cognitive skills and their relationship with organizational methods used to program devices.

Addressing Wait Lists With a Group Voice Therapy Model

Colleen Braun-Janzen, M. Mus., M.A., R.SLP, S-LP(C), Deer Lodge Centre, Winnipeg, MB; Leslie Sarchuk, M.A., R.SLP, S-LP(C), Health Sciences Centre, Winnipeg, MB

Intermediate: This session will describe a group voice treatment model used in Winnipeg. It will demonstrate the efficiency of the model, as evidenced by a drop in wait times from 46 to 7 weeks. Outcomes, including client perspectives will be included. Benefits and limitations of group treatment will be addressed.

Interactive Parent Learning Through Videoconferencing

Cindy Davis-Maille, MCl.Sc., One Kids Place Children's Treatment Centre, Kirkland Lake, ON; Caroline Houghton-Jones, M.Sc., One Kids Place Children's Treatment Centre, Kirkland Lake, ON

Introductory: Delivering group training programs in rural locations can often be a challenge. One Kids Place Children's Treatment Centre undertook a pilot project to deliver the Hanen© More Than Words, interactive parent training program using videoconferencing across two locations. The presenters will share strategies for successful delivery using videoconferencing technology.

Communication Health Assistants - Pure Potential!

Julie Evans, S-LP(C), Alberta Health Services, Kitscoty, AB

Intermediate: This paper addresses the Communication Health Assistant (CHA) role, including thinking beyond assigning lists of tasks, strategies for understanding competencies and partnering more effectively to improve client outcomes and professional accountabilities in assigning, monitoring and evaluating services provided by CHAs.

A Cross-Cultural Investigation of Conversational Turning-Taking

Hillary Ganek, MA, CCC-SLP, LSLS Cert. AVT, University of Toronto, Toronto, ON; Stephanie Nixon, PhD, University of Toronto, Toronto, ON; Ron Smyth, PhD, University of Toronto, Scarborough, ON; Alice Eriks-Brophy, PhD, University of Toronto, Toronto, ON

Intermediate: We use the Language ENvironment Analysis System (LENA) and qualitative interviews to examine Vietnam as an example of how language socialization practices impact parent-child communication so that more culturally appropriate intervention techniques can be developed. Findings will highlight cultural considerations when importing western treatment methods to the developing world.

Dialectal Features of Students in Northern BC; Difference NOT Delay

Patricia Hart Blundon, M.Sc., S-LP(C), University of Victoria, Victoria, BC

Introductory: Limited research on First Nations Englishes in Canada can lead to unnecessary pathologization and inappropriate pedagogy. To study the acquisition of standard English among children in BC, narrative language samples of twelve kindergarteners were collected from 2008 to 2013 and analyzed. Ms. Blundon will discuss preliminary results regarding grammatical features.

Language Abilities of Bilingual Children from Official Language Minority Communities

Andrea MacLeod, PhD, Université de Montréal, Montreal, QC; Pascal Lefebvre, PhD, Laurentian University, Sudbury, ON; Phyllis Schneider, PhD, University of Alberta, Edmonton, ON; Ann Sutton, PhD, University of Ottawa, Ottawa, ON; Natacha Trudeau, PhD, Université de Montréal, Montreal, QC

Intermediate: This study documents the typical range of language abilities of bilingual four-year-old children who speak either English or French from four Canadian communities. These results will provide initial guidelines for clinicians by measuring the role of age of acquisition and amount of exposure on typical development.

Syntactic Competencies in Written Language Among Students in Grades 2, 5 and 7

Michèle Minor-Corriveau, PhD, Reg. CASLPO, Laurentian University, Sudbury, ON

Advanced: This study identifies which syntactic skills Franco-Ontarian students master by grade 7. Data presented will highlight means per grade level (grades 2, 5 and 7) by gender and L1. Means obtained from Ontario French-language schools (French = linguistic minority) will be compared to France (French = linguistic majority).

Inspiring Change Through Clinical Education: Social Justice in S-LP

Taslim Moosa, M.Cl.Sc, S-LP(C), Reg. CASLPO, Western University, London, ON; Lauren Perduk, MCl. Sc., Western University, London, ON

Intermediate: This presentation profiles an ongoing supervised clinical experience for speech-language pathology (S-LP) students, which integrates clinical education with service provision in underserved communities in South Africa. This opportunity is offered within a social justice framework. Program implementation, an approach to social justice in S-LP and outcomes are discussed.

Assessing Early Pragmatics in Francophone Children: Introducing the LUI-French

Diane Pesco, PhD, S-LP(C), Concordia University, Montreal, QC; Daniela O'Neill, PhD, University of Waterloo, Waterloo, ON

Intermediate: The Language Use Inventory (LUI) is a parent report of pragmatics for 18 to 47 month-olds. We introduce a French-Canadian version of the LUI, provide evidence that it is developmentally sensitive and reliable and discuss its potential for identifying delays and assessing children's progress.

Clinical Decision-Making and Reasoning: How are These Skills Objectively Evaluated?

Alexandra Rowland, PhD, Reg. CASLPO, CASLPO, Toronto, ON; Carol Bock, M.H.Sc., Reg. CASLPO, CASLPO, Toronto, ON

Introductory: The philosophy of quality care and ongoing learning is well established in healthcare. Evaluating clinical reasoning should be part of quality assurance programs. The College of Audiologists and Speech-Language Pathologists of Ontario has researched methods to evaluate clinical reasoning, developed a tool and is seeking to test its effectiveness.

The International Dysphagia Diet Standardisation Initiative: Steps Towards Implementation

Catriona Steele, PhD, International Dysphagia Diet Standardisation Initiative, Toronto, ON

Intermediate: The International Dysphagia Diet Standardisation Initiative (IDDSI) was launched to develop internationally standardized terminology and definitions for texture modified foods and liquids. The framework was launched in September 2015. In this mini-seminar, we will review the framework and discuss the steps required to spread awareness and prepare for implementation.

Preparing for Success in the Workplace: Translating Perspectives Into Educational and Advocacy Resources

Salima Suleman, M.Sc., R.SLP, S-LP(C), University of Alberta, Edmonton, AB; Lu-Anne McFarlane, M.Sc., S-LP, University of Alberta, Edmonton, AB; Geoffrey Bostick; Mark Hall; Heather Kanuka; Teresa Paslawski

Introductory: This participatory session highlights the process, findings and products of an interdisciplinary research project exploring work readiness. Participants will generate and analyze qualitative information and plan to develop evidence-based educational resources. Participants will be able to apply work readiness concepts to work settings and explore use of qualitative research in the development of educational and advocacy resources.

Dementia Therapy Essentials for the Speech Pathologist

Peggy Watson, M.Sc., CCC-SLP, Consultants in Dementia Therapy PLLC, Denver, CO

Introductory: The focus of the presentation is to provide an overview of therapy protocols for dementia. Case studies and video examples will be utilized to advance knowledge about the importance of staging, how to document effectively, prove medical necessity, write productive goals, and implement five evidence-based interventions for successful therapy outcomes.

Increase Student Engagement by Creating Your Own Therapy Apps

Ellen Weber, EdS, CCC-SLP, Ellen Weber, SLP private practice, Marietta, GA

Intermediate: Using a combination of free apps, learn how to create customized interactive therapy materials for iOS/Android mobile devices to increase student' engagement and target specific goals. Participants are encouraged to BYOD (bring your own device) with the following apps downloaded prior to the session: TinyTap, Create Interactive Lessons, Cut My Pic, and Dropbox.

Aphasia: Disorder in the Court

Richard Welland, PhD, Brock University, St. Catharines, ON

Introductory: A review of recent Canadian and American court cases involving people with aphasia suggests that neither lawyers nor judges understand the nature of aphasia, the ways to support their testimony in court, or the role of the speech-language pathologist. Potential educational, political and legal solutions are discussed.

CONTRIBUTED POSTER PRESENTATIONS

French Spelling Errors Produced by Franco-Ontarian Students

Maxine Belanger, Laurentian University, Sudbury, ON; Michèle Minor-Corriveau, PhD, Reg. CASLPO, Laurentian University, Sudbury, ON

Advanced: This study highlights the types of French spelling errors produced by Franco-Ontarian students (linguistic minority population) from grades 2, 5 and 7. Data presented will identify means for seven different types of spelling errors. These means will be compared to those obtained by students from France (linguistic majority population).

Language Impairment: Comparing Two Therapy Approaches in Speech-Language Pathology

Vanessa Blouin, B.A., Laurentian University, Sudbury, ON; Manon Robillard, M. Sc. S., PhD, Reg. CASLPO, Laurentian University, Sudbury, ON; Chantal Mayer-Crittenden, PhD, Reg. CASLPO, Laurentian University, Sudbury, ON

Intermediate: This study aimed to measure the effectiveness of two types of therapy – namely combined non-linguistic cognitive and linguistic therapy and traditional language therapy to treat bilingual children with primary language impairment.

Does APT Performance Predict Executive Test Function Performance in Adults?

Angela Burda, PhD, CCC-SLP, University of Northern Iowa, Cedar Falls, IA; Dree Brakke, B.A., University of Northern Iowa, Cedar Falls, IA; McKenzie Bruch, B.A., University of Northern Iowa, Cedar Falls, IA; Emily Deters, B.A., University of Northern Iowa, Cedar Falls, IA; Paige Suwanski, B.A., University of Northern Iowa, Cedar Falls, IA

Intermediate: Forty young and old adults completed the Attention Process Training Test (APT), Behavioural Assessment of Dysexecutive Syndrome (BADs) and Functional Assessment of Verbal Reasoning and Executive Strategies (FAVRES). The APT Selective Attention subtest predicted older adults' scores for several BADs subtests. The APT predicted few FAVRES subtest scores.

Effectiveness of Name That! PCA App in Persons with Aphasia

Angela Burda, PhD, CCC-SLP, University of Northern Iowa, Cedar Falls, IA; Cathy Dykeman, B.A., University of Northern Iowa, Cedar Falls, IA; Bailey Knudson, B.A., University of Northern Iowa, Cedar Falls, IA; Jess Reuter, B.A., University of Northern Iowa, Cedar Falls, IA; B.A., Jenna Shirley, University of Northern Iowa, Cedar Falls, IA; Olivia Wolf, B.A., University of Northern Iowa, Cedar Falls, IA

Intermediate: The Name That! PCA app uses phonological component analysis to target naming deficits, a challenge in persons with aphasia. Name That! PCA includes several items in various categories (e.g., food, animals). Effectiveness of this app was investigated in two adults with aphasia. Results indicate an improvement in naming accuracy.

School-Based Speech-Language Pathologists' Perspectives of Response to Intervention

Wenonah Campbell, PhD, S-LP(C), CCC-SLP, McMaster University, Hamilton, ON; Robin Gaines, PhD, S-LP(C), CCC-SLP, Reg. CASLPO, Children's Hospital of Eastern Ontario Research Institute, Ottawa, ON; Enid Selkirk, M.Sc., McMaster University, Hamilton, ON

Intermediate: Tiered approaches to service delivery, such as Response to Intervention (RTI), suggest an expanded role for school-based speech-language pathologists (S-LPs). We surveyed 91 clinicians about their experiences with RTI. Respondents reported facing several barriers. Systemic change to school-based practice may be necessary before many S-LPs can implement RTI.

Health Support Services in French: Tool Validation

Anie Coutu, Laurentian University, Sudbury, ON; Chantal Mayer-Crittenden, PhD, Reg. CASLPO, Laurentian University, Sudbury, ON; Roxanne Bélanger, PhD, Reg. CASLPO, Laurentian University, Sudbury, ON; Michèle Minor-Corriveau, PhD, Reg. CASLPO, Laurentian University, Sudbury, ON; Manon Robillard; M. Sc. S., PhD, Reg. CASLPO, Laurentian University, Sudbury, ON

Intermediate: Little is known regarding access to health support services in French (HSSF) for francophone communities in a minority context (FCMC). The goal of this study was to create and validate a tool that measures the availability of HSSF for FCMCs in North Eastern Ontario.

Boston Naming Test Performance of 50 French-Speaking Adults from Montreal and the Ottawa Region

Nadine Couture, University of Ottawa, Ottawa, ON; Shanie Montpetit-Leduc, University of Ottawa, Ottawa, ON, Patricia Roberts, PhD, University of Ottawa, Ottawa, ON

Intermediate: This presents the performance of 50 francophone adults (aged from 21 to 63-years-old) on the Boston Naming Test (Group 1 from Montreal; Group 2 from Gatineau – Ottawa). It proposes a re-ordering to better match the difficulty of the items in French. Appropriate stimuli to replace the most problematic items are presented.

How Does Working Memory Affect Conversation Ability in Older Adults?

Janine Fitzpatrick, Dalhousie University, Halifax, NS; Janet Ingles, B.A., PhD, Dalhousie University, Halifax, NS; Gail Eskes, PhD, R. Psych., Dalhousie University, Halifax, NS

Introductory: This study investigates the relationship between three subtypes of linguistic working memory (phonological, semantic and syntactic) and performance on the Discourse Comprehension Test in older adults. Our study may have implications for the design of specific cognitive interventions for individuals with aphasia.

Measuring SSD Treatment Change and Generalization: Probe Word List Development

Jennifer Hard, M.H.Sc., S-LP(C), Erinoakkids Centre for Treatment and Development, Burlington, ON; Aravind Namasivayam, PhD, S-LP(C), University of Toronto, Toronto, ON

Intermediate: This poster describes the development of a criterion-based probe word list for use with preschoolers with articulation and phonological disorders. This tool will be motorically and linguistically balanced to minimize confounds and can be administered before and after treatment in order to measure treatment change and generalization.

Teaching a Child Functional Communication to Reduce Challenging Behavior

Alisha Hasan, Fundy Speech Pathology & Psychology Clinic, Saint John, NB; Tosha Ferris, Fundy Speech Pathology & Psychology Clinic, Saint John, NB; Sharon Gainforth, S-LP(C), Fundy Speech Pathology & Psychology Clinic, Saint John, NB

Intermediate: Children diagnosed with autism spectrum disorder (ASD) commonly have deficits in their social-communication skills, which in turn results in some children engaging in high levels of challenging behavior. This research used functional communication training (FCT) to decrease high levels of challenging behaviour in a child with ASD that generalized into a natural school environment.

Spelling Performance of Francophone University Students in Ontario

Danielle Huot, Laurentian University, Sudbury, ON

Introductory: Studies have shown that living in a minority environment can have an impact on written language skills. This study aims to show the importance of creating a spelling assessment tool that is standardized for Francophones in a minority environment.

Social Communication Performance in Children Adopted Internationally

Deborah Hwa-Froelich, PhD, CCC-SLP, Saint Louis University, St. Louis, MO

Introductory: Children adopted internationally (CAI) demonstrate poorer social communication performance on standardized tests but have not been compared to non-adopted peers. In this study, CAI were compared to U.S. non-adopted peers on false belief tasks, emotion identification of facial expressions and a pragmatic language test. The groups differed on all measures.

The Role of Educational Daycare Centres in Language Development

Catherine Julien, M. Sc., Université Laval & Center for Interdisciplinary Research in Rehabilitation and Social Integration, Québec City, QC; Audette Sylvestre, PhD, Université Laval, Québec City, QC; Caroline Bouchard, PhD, Université Laval, Québec City, QC

Introductory: This study examined the role of educational daycare on language development for neglected four-year-old children according to four indicators: quality of the environment, quantity of daycare experience (duration and intensity) and type of daycare.

Development of Feeding Behaviour in Children Aged 0 to 2 Years

Leslie Lemarchand, Université de Montreal, Montreal, QC; Andrea MacLeod, PhD, Université de Montreal, Montreal, QC; Mélanie Canault, Université Claude Bernard Lyon 1, France; Sophie Kern, Laboratoire Dynamique Du Langage (UMR 5596- CNRS Université Lyon 2), France

Intermediate: Feeding is a complex and multifactorial activity that evolves significantly in early life. The goal of this study is to create a developmental scale of feeding behaviours in French children aged 0 to 2 years using a questionnaire distributed on a large-scale.

Articulation Errors in Kindergarten Children (Minority Context)

Josée Mainguy, B. Sc. S. (S-LP), Laurentian University, Sudbury, ON

Intermediate: This study presents a sound acquisition hierarchy for consonants and consonant clusters in initial word position for francophone children who are in Kindergarten and living in a minority-language context.

Study on Language Development in a Minority-Language Context

Mireille Maillet, B.A., Laurentian University, Sudbury, ON

Intermediate: This study aims to determine whether it is necessary to standardize speech-language pathology assessment tools developed in a majority context in order to assess children in a minority context. This New Brunswick study reiterates the results of two studies: Mayer-Crittenden et al., 2014; Thordardottir et al., 2010.

Participation of Children with Developmental Disabilities in French Immersion

Lauren Morrissey, Dalhousie University, Halifax, NS; Halley Bailey, Dalhousie University, Jenna Henry, Halifax, NS; Dalhousie University, Halifax, NS; Elizabeth Kay Raining-Bird, PhD, CCC-SLP, Dalhousie University, Halifax, NS; Patricia Cleave, PhD, S-LP(C), Dalhousie University, Halifax, NS

Introductory: A thematic analysis of 15 key informant interviews was conducted to investigate inclusion and exclusion of children with developmental disabilities (DD) in French immersion programs in Nova Scotia. Findings indicated negative beliefs and lack of support influenced enrollment of children with DD in French immersion programs.

Phonological Process Errors Following Motor Speech Treatment in Childhood Apraxia

Aravind Namasivayam, PhD, S-LP(C), University of Toronto, Toronto, ON; Alexandra Korzeczek, M.A., Universitaet Bielefeld, Germany; Vina Law, B.Sc.(Hons), University of Toronto, Toronto, ON; Margit Pukonen, M.H.Sc., S-LP(C), Reg. CASLPO, The Speech and Stuttering Institute, Toronto, ON; Debra Goshulak, M.H.Sc., S-LP(C), Reg. CASLPO, The Speech and Stuttering Institute, Toronto, ON; Pascal Van Lieshout, PhD, University of Toronto, Toronto, ON

Advanced: This multiple case study discusses a positive influence of speech motor treatment on phonological process errors in children with childhood apraxia of speech (CAS). Results indicate that depending on the individual's speech motor goals, compatible phonological process errors were systematically influenced.

Sensitivity of Probe Word Scoring Procedures

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Advanced: We compare three probe-word scoring systems (PWSS) to assess degree of change in speech production of a child with speech sound disorders following speech-motor intervention. Despite a clinically relevant change in articulation and functional communication scores, none of the PWSS procedures tested were able to detect this change.

How Children Transfer Knowledge from Reading to Spelling Novel Words

Leela Pendse Shaw, Dalhousie University, Halifax, NS; Catherine Mimeau, PhD, Language & Literacy Lab, Dalhousie University, Halifax, NS; H  l  ne Deacon, B.Sc., PhD, PDF, Dalhousie University, Halifax, NS

Intermediate: This study investigates how children best learn to spell novel words when reading stories. We separate the effects of meaningful relatedness and word diversity which have previously been confounded. Our findings will contribute to developing effective strategies to support children with reading difficulties.

Nonword Repetition: Identifying Language Impairment in Francophone and Bilingual Children

Sara Pich  , Laurentian University, Sudbury, ON

Intermediate: The purpose of the study was to identify language impairment in bilingual children using non-word repetition tasks. The framework was inspired by a combination of previous studies. The results gave important insight when using non-word repetition tasks as clinical markers for identifying specific language impairment in bilingual children.

Basic Vocabulary Clusters for Young Francophone Children

Manon Robillard, M. Sc. S., PhD, Reg. CASLPO, Laurentian University, Sudbury, ON; St  phanie Beaulieu, Laurentian University, Sudbury, ON

Introductory: Communication is a complex behaviour that can require a lot of time and energy. This study examines a way to simplify this difficult task, by creating a list of basic vocabulary clusters to program augmentative communication systems.

Learning to Spell: Frequency-Based Versus Rule-Based Learning

Kira Sklar, Dalhousie University, Halifax, NS; Catherine Mimeau, PhD, Dalhousie University, Halifax, NS; H  l  ne Deacon, B.Sc., PhD, PDF, Dalhousie University, Halifax, NS

Introductory: Previous research has shown that when people abstract known spelling rules to new words, they employ general frequency-based mechanisms instead of specific rule-based mechanisms. The objective of this study is to determine which mechanism(s) people use when learning new spelling rules. Our findings will help improve teaching strategies for spelling.

Language, Literacy and Classroom Participation of Students who are DHH

Bonita Squires, MSc, S-LP(C), Dalhousie University, Halifax, NS

Introductory: All students who are deaf or hard of hearing in the Atlantic provinces are being educated in inclusive settings. This study was the first to assess receptive signed and spoken language abilities and to explore relationships between language ability and self-reported classroom participation in this population.

Working Memory and People With Aphasia: A Preliminary Study of Cognitive Effort

Salima Suleman, M.Sc., R.SLP, S-LP(C), University of Edmonton, Edmonton, AB; Kaetlyn Dahlke; Allison Lorenz; Nausha Muc; Esther Kim, PhD, University of Edmonton, Edmonton, AB; Renzo Garcia

Intermediate: People with aphasia (PWA) and controls completed a working memory span task while an eye-tracker measured changes in pupil size as a proxy for cognitive effort. The measurement of pupil size is an appropriate measure of cognitive effort, as it bypasses linguistic and motoric deficits PWA may have.

Comparison of University Students With a History of Reading Difficulties

Madeleine Welch, Dalhousie University, Halifax, NS; Bradley Bergey, PhD, Dalhousie University, Halifax, NS

Introductory: We report on group differences between an overlooked at-risk population of university students who report a history of reading difficulties and their peers who report no history of reading difficulty on non-cognitive factors implicated in retention, including academic motivation, receptivity to support services and general coping.

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