



POSTER PRESENTATION LINKS

- [Joe Ashenden, SLPD CCC-SLP and Mark DeRuiter, MBA, PhD, ASHA Fellow](#)
- [Kayla Montemarano, Kathleen Scaler Scott, Kim Sabourin, Emma Maley, Brenna Fields, Margaret Koester, Brooke Price, Emma Schaedler](#)
- [Brenna Field, Dr. Kathleen Scaler Scott, Dr. Reethee Antony, Emma Schaedler, Emma Maley, Margaret Koester, Kayla Montemarano, Brook Price, Makenna Callear](#)
- [Kaitlyn Clarke, Bethany Burns, Kylie Kilgore](#)
- [Emma Maley, Kathleen Scaler Scott, Melissa Alunni, Kayla Montemarano, Margaret Koester, Brenna Fields, Brooke Price, McKenna Callear](#)
- [Sophie Wolf, Krista Wilkinson](#)
- [Kylee Surrena, Dr. Kristel Gallagher](#)
- [Brooke Price, McKenna Callear, Kathleen Scaler Scott, Melissa Alunni, Amy Balent, Emma Maley, Kayla Montemarano, Margaret Koester, Elizabeth Burney, Ashley Pitz](#)
- [Abigail Mosteller, Amanda Prinzi, Chitrani R. Mamlekar, Aleia Atherton, Alexandra Rodgers](#)
- [Bruce Wisenburn, Ava Aulisio, Vanessa Bompane, Lauren LaRouche](#)
- [Grace Legg, Susan Dillmuth-Miller AuD](#)
- [Patricia Swasey Washington, Madelyn Salvante](#)
- [Diehl, Madison, Coll, Kathleen, Viswanathan, Navin](#)
- [Jacobs, Reisz, Kubat, Byrd, Kowalski, Etter](#)
- [Riley Neilon, Dr. Nicole Etter, Reese Briner, Elizabeth Dugan](#)
- [Nicholas Barone, Handrin Khoja](#)
- [Ava Laukaitis, Megan Aaron, Lauren Dowd, Sophia Newcomer, Margaret Koester, Lauren Walsh, Meghan O'Grady, Glen Tellis, Kathleen Scaler Scott](#)



POSTER PRESENTATION LINKS

- [Lindsey Rapp, Mary Jane Granito](#)
- [Ava Laukaitis, Luke Tellis, Erin Roberts](#)
- [Madeline Spaulding, Heather Forbes](#)
- [Ava Laukaitis, Kearston Healey, Kathleen Scaler Scott](#)
- [Jenna E. Miller, David S. Ford](#)
- [Ceara McGill M.S. CF-SLP, Reed Senter, Ph.D. CCC-SLP, BCS-CL](#)
- [Cailee Carmella, Sage Snyder, Jaime Peterson, Haley Salmon, Miriam George, Emily Himmelreich](#)
- [Madeleine Spilletti, Mary Beth Gorman, Alexa Hopper and Marissa Boyer](#)
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- [Allison Sausser, Mia Schultz, Julia Archer, Sarah McKenney, Kristina Oliynyk, Dr. Timothy Huang](#)
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- [Cayla Solis M.S., CCC-SLP, Jessica Caron PhD., CCC-SLP, Rachel Weintraub M.S., CCC-SLP, Sarah Mentos B.S., Trina Lord B.S., Leah Daukshus](#)
- [Imani Evans](#)
- [Kristin Ellis](#)
- [Ashley Krieger, MS CCC-SLP Carrie Corby, LCSW](#)

POSTER PRESENTATION EXPLORING CONTINUING EDUCATION PREFERENCES OF CLINICAL EDUCATORS



ASHA CE
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Pennsylvania
Speech-Language-Hearing
Association

Introductory Level
.025 ASHA CEUs

JOSEPH PAUL ASHENDEN SLPD, CCC-SLP
MARK DERUITER MBA, PHD, ASHA FELLOW

Learning Objectives:

- Identify 2 preferences of clinical educators when pursuing the required two hours of clinical supervision continuing education units.
- Describe two positive elements of supervision training courses.
- List one element that can be included in supervision courses by graduate programs to support clinical supervisors



ABSTRACT

Clinical educators in speech-language pathology are required to complete two hours of continuing education courses in the area of clinical supervision to act as clinical educators recognized by the American Speech-hearing-language Association (ASHA).

Further training in the area of clinical education is also recommended best practice for supervisors. This survey studied the experiences and perspectives of seventy speech-language pathology clinical educators by asking rating and free response questions. Rating questions investigated clinical educators' preferences for the sources and content of supervision courses. A thematic analysis was completed to understand the elements of supervision courses that are valued by supervisors. This analysis can be used to support continuing education providers such as Universities or other organizations in developing clinical education training courses for supervisors.

AUTHOR BIOS

Joe Ashenden is an Assistant Professor at the University of Pittsburgh. Dr. Ashenden's primary responsibilities include providing clinical education and classroom teaching in the undergraduate and graduate programs. Ashenden also acts as an advisor for the master's speech-language pathology program. Ashenden joined the department from Pittsburgh Public schools, where he served as a speech-language pathologist for students in grades kindergarten through 12. Ashenden is passionate about clinical education and the role school-based speech-language pathologists can play in supporting children with disabilities and their families.

Mark DeRuiter is Vice Chair for Academic Affairs in Communication Science and Disorders at the University of Pittsburgh. He is dually certified by ASHA and has a long history of service to ASHA and CAPCSD. Mark has published works related to clinical education and the scholarship of teaching and learning.

AUTHOR DISCLOSURES

Joe Ashenden works for the University of Pittsburgh and receives as a salary. Joe Ashenden serves as the co-chair of the PSHA schools committee and as a member of the CAPCSD Academic Affairs committee and ASHA Scientific and Professional Education Board

Mark is employed by the University of Pittsburgh. He receives book royalties from Taylor and Francis as well as Plural Publishing. Mark serves on the ASHA Board of Directors as the Vice Presidents for Standards and Ethics in Audiology.

POSTER PRESENTATION ORCHID AND DANDI: TALKING ABOUT TEMPERAMENT WITH CLIENTS AND CAREGIVER



ASHA CE
APPROVED PROVIDER

Pennsylvania
Speech-Language-Hearing
Association

Introductory Level

.025 ASHA CEUs

**KAYLA MONTEMARANO STUDENT, KATHLEEN
SCALER SCOTT PHD CCC-SLP, KIM SABOURIN EDD
CCC-SLP, EMMA MALEY STUDENT, BRENNIA FIELD
STUDENT, MARGARET KOESTER STUDENT, BROOKE
PRICE STUDENT, AND EMMA SCHAEGLER BS**

Learning Objectives:

- Following this poster, attendees will state two characteristics of the “orchid” vs. “dandelion” temperaments
- Following this poster, attendees will state three student perspectives on use of the “Orchid and Dandi” book in treatment
- Following this poster, attendees will state three clinical applications of use of this book in treatment.



ABSTRACT

Temperament is defined as a marker of one's biological reactivity that is thought to be present from birth (Kagan, 1989; 1998). Although temperament is not thought to cause communication diagnoses such as stuttering, there has been discussion in the literature about how temperamental qualities may impact how a child responds to their communication challenges. For example, children who stutter with a "high reactive" temperament may have a harder time managing and reactions to disruptions in their speech. Learning about different temperament styles will help clinicians to support their clients' communication needs. "Orchid and Dandi" is a children's book that recounts the story of two sisters, one with a high-reactive temperament, and one with a low-reactive temperament. The story takes the reader through how both girls manage their reactions to daily situations such as interacting with peers at school. The story illustrates how Orchid and Dandi's parents support each child differently based upon their temperaments. The superpowers of each type of temperament are presented as Orchid and Dandi learn to better understand each other and themselves. For this project, student clinicians read the book "Orchid and Dandi" to their clients and/or caregivers. Clinicians discussed with their clients and caregivers how the story might relate to their daily situations. Together, clients and clinicians developed plans to support clients and caregivers by: 1) understanding the client's temperament; 2) understanding each client's need for support with their communication based upon their temperament; 3) ways the client and/or caregiver could advocate for the client's needs. Student clinician perspective on use of this activity in treatment will be presented.

AUTHOR BIOS

Kayla Montemarano is an undergraduate third year student in the Speech- Language Pathology program at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She has presented research at national and international levels.

Kathleen Scaler Scott is a practicing speech-language pathologist, Board Certified Specialist in Stuttering, Cluttering and Fluency, and Professor of Speech-Language Pathology at Misericordia University. Dr. Scaler Scott received the Deso Weiss Award for Excellence in the field of cluttering and the Professional of the Year Award from the National Stuttering Association. She is co-author of "Orchid and Dandi" and has conducted and published quantitative and qualitative research studies in the areas of cluttering, atypical disfluency, autism and child language and literacy disorders.

Kim Sabourin is an Assistant Professor and Program Director of the MS Program in Speech-Language Pathology at Saint Elizabeth University. She is a Board-Certified Specialist in Fluency Disorders, and her teaching and research interests are in stuttering and cluttering. Dr. Sabourin is co-author of "Orchid and Dandi".

Emma Maley is an undergraduate junior in the Speech- Language Pathology program at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She has presented research at national and international levels.

Brenna Field is a first year graduate student in the Speech- Language Pathology program at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She has presented research at the national level.

AUTHOR BIOS CONT.

Margaret Koester is a third year student in the Speech- Language Pathology Department at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She has presented at state, national and international levels.

Brooke Price is an undergraduate sophomore in the Speech- Language Pathology program at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott.

Emma Schaedler is a second year graduate student in the Speech- Language Pathology program at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She has presented research at the state, national, and international level.

AUTHOR DISCLOSURES

.Kayla has no relevant relationships to disclose.

Dr. Scaler Scott receives a salary from Misericordia University. Dr. Scaler Scott is co-author of “Orchid and Dandi”

Dr. Sabourin receives a salary from Saint Elizabeth University. Dr. Sabourin is co-author of “Orchid and Dandi”

Emma has no relevant relationships to disclose.

Brenna has no relevant relationships to disclose.

Margaret has no relevant relationships to disclose.

Brooke has no relevant relationships to disclose.

Emma has no relevant relationships to disclose.

POSTER PRESENTATION

ELECTROENCEPHALOGRAPHY IN PEOPLE WHO STUTTER: WHAT DO WE KNOW?



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Association

Introductory Level

.025 ASHA CEUs

**BRENNA FIELD GRADUATE STUDENT, KATHLEEN SCALER
SCOTTPHD, CCC-SLP, REETHEE ANTONY PHD, CCC-
SLP/A, EMMA SCHAEGLER B.S., EMMA MALEY STUDENT,
MARGARET KOESTER STUDENT, KAYLA
MONTEMARANO STUDENT, BROOKE PRICE STUDENT,
MAKENNA CALLEAR STUDENT**

Learning Objectives:

- Following this poster, attendees will describe electroencephalography (EEG) and how it is recorded.
- Following this poster, attendees will identify two key findings from the review.
- Following this poster, attendees will identify two gaps in current literature.



ABSTRACT

80 million people worldwide have stuttering; this is 1% of the population. However, there is little that we know about the neurophysiological processing in people who stutter (PWS). It is essential to understand the neural underpinnings in PWS. The objective of the current narrative review is to examine the current literature, understand the methods used, and identify the gaps in literature. The methods include searching the databases for research related to electroencephalography (EEG) and stuttering, performing title and abstract screening, full length article screening, and synthesizing the data from the articles. The results from this study have both theoretical and clinical implications. The findings from this review will help us design the study to examine the neural underpinnings related to stuttering intervention and will lay the foundation for future clinical research.

AUTHOR BIOS

Brenna Field is a first-year graduate student in the Speech-Language Pathology Department at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She has presented at the national level at ASHA 2025.

Kathleen Scaler Scott is a practicing speech-language pathologist, Board Certified Specialist in Stuttering, Cluttering and Fluency, and Professor of Speech-Language Pathology at Misericordia University in Dallas, PA, USA. Dr. Scaler Scott received the Deso Weiss Award for Excellence in the field of cluttering and the Professional of the Year Award from the National Stuttering Association. She is author of *Fluency Plus: Managing Fluency Disorders in Individuals with Multiple Diagnoses*, and has conducted and published quantitative and qualitative research studies in the areas of cluttering, atypical disfluency, autism and child language and literacy disorders.

Reethee Antony is an Assistant Professor in the Division of Speech and Language Pathology in Binghamton University, NY. She is a certified speech language pathologist and is the Director of Neuroelectrophysiology Lab and Co-Director of Brain and Swallowing Laboratory, in Binghamton University.

Emma Schaedler is a graduate in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Emma is a junior in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Margaret is a junior in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

AUTHOR BIOS CONT.

Kayla is a junior in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Brooke is a sophomore in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Makenna is a freshman in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

AUTHOR DISCLOSURES

Brenna has no relevant relationships to disclose.

Dr. Scaler Scott receives a salary from Misericordia University.

Dr. Antony receives a salary from Binghamton University.

Emma Schaedler has no relevant relationships to disclose.

Emma Maley has no relevant relationships to disclose.

Margaret has no relevant relationships to disclose.

Kayla has no relevant relationships to disclose.

Brooke has no relevant relationships to disclose.

Mackenna has no relevant relationships to disclose.

POSTER PRESENTATION ELECINVESTIGATING EFFECTS OF PARTNERS ON DISCOURSE IN YOUNG ADULTS W/ ASD



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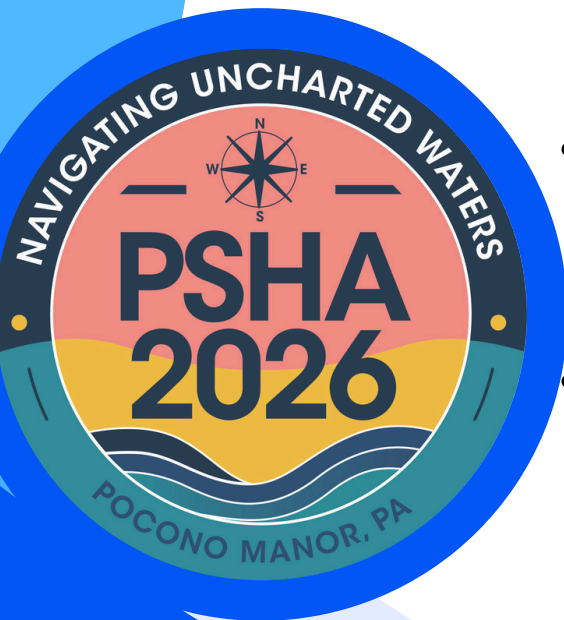
Introductory Level

.025 ASHA CEUs

**KAITLYN AMANDA CLARKE PHD, CCC-SLP, BCS-
CL, BETHANY BURNS STUDENT,
KYLIE KILGORE STUDENT**

Learning Objectives:

- Participants will be able to discuss differences in conversational features across partners in autistic adults
- Participants will be able to discuss the effects conversational partners may have on the complexity and diversity of language use in autistic adults
- Participants will be able to describe how the double empathy problem relates to differences in discourse features between autistic and non-autistic adults



ABSTRACT

Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by persistent differences in social communication skills and the presence of restrictive/repetitive behaviors or interests (American Psychiatric Association, 2013). Pragmatic conversational skills previously investigated in autistic individuals included: conversational repairs; conversational turn-taking and balance; topic shifting and maintenance; greetings (i.e. initiation/termination); interruptions; and paraverbal/paralinguistics (Ying Sng, Carter, & Stephenson, 2018). While social communication skills are a primary diagnostic feature in ASD, Ying Sng, Carter, & Stephenson (2018) found that while topic maintenance and initiation differed in autistic participants, many areas were not consistently found to be different. A significant portion of research done in ASD is usually focused on children, which leaves a gap in the research knowledge on the adolescent and young adult populations with ASD Yang, et. al., 2021). An initial case study investigated the semantic and syntactic diversity, as well as conversational features, of a young adult female with ASD in varying environments across communication partners was conducted. From this initial pilot, notable differences were observed in the total number of words, mean length of utterance, and words per sentence across the environments, indicating the effect that the environment and conversational partners had on the semantic and syntactic skills. Furthermore, findings from conversational feature tracking indicated that the conversational partners had more effect on discourse. The current study investigates the semantics, syntax, and discourse characteristics of adolescents and young adults diagnosed with ASD when participating in conversations with peers, classmates, and teachers. The overarching goal of this research study investigates the effects that different communication partners have on discourse skills/use in young adults with ASD.

AUTHOR BIOS

Dr. Kaitlyn Clarke is a state licensed and ASHA certified speech-language pathologist and assistant professor at Marywood University. She holds board specialty certification in child language and her research focuses on child language and augmentative/alternative communication use in neurodevelopmental disorders.

Bethany is a current undergraduate student in the Communication Sciences and Disorders department at Marywood University, conducting research under Dr. Kaitlyn Clarke.

Kylie is a current undergraduate student in the Communication Sciences and Disorders department at Marywood University, conducting research under Dr. Kaitlyn Clarke.

AUTHOR DISCLOSURES

I am a full-time employee at Marywood University and receive a salary.

Bethany has no financial or non-financial disclosures.

Kylie has no financial or non-financial disclosures.

POSTER PRESENTATION

STUDENT PERSPECTIVES ON SHARED READING: EXPANDING EXPERIENCES



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Association

Introductory Level

.025 ASHA CEUs

**EMMA MALEY UNDERGRADUATE STUDENT , KATHLEEN
SCALER SCOTT PHD, CCC-SLP, MELISSA ALUNNI M.S. CCC-
SLP, KAYLA MONTEMARANO UNDERGRADUATE STUDENT,
MARGARET KOESTER UNDERGRADUATE STUDENT, BRENN
FIELDS GRADUATE STUDENT, BROOKE PRICE
UNDERGRADUATE STUDENT, MCKENNA CALLEAR
UNDERGRADUATE STUDENT**



Learning Objectives:

- Following this poster, attendees will define shared reading as it applies to young children and older adults.
- Following this poster, attendees will state three student perspectives on the early intervention experience.
- Following this poster, attendees will state three student perspectives on the older adult experience.

ABSTRACT

The goal of this project was to determine the impact of shared reading experience with preschoolers in an early intervention program and residents with mild cognitive impairment on undergraduate students enrolled in a speech-language pathology program. As part of a class on Literacy for the SLP, students were given a choice to use shared reading with older adults or preschool children. Eight students chose the early intervention option. Seventeen students chose the geriatric option. Students completed shared reading activities in dyads or groups of three. Students were trained to complete several steps in order to prepare for the shared reading experience. First, students needed to find out (through talking with teachers or the residents themselves) the individual's current interests and life experiences (e.g., experiences growing up, family background, prior hobbies, employment). Students also needed to determine each child or adult's needs in terms of a book (e.g., large print, being read to vs. participating in reading, neglect, preference for pictures vs. text, etc.). Finally, students were instructed to determine a favorable setting for conducting the reading (e.g., access to reading glasses, lighting, comfortable room with sensory adaptations for children, etc.). After completion of the assignment, students were asked to write a reflection about their experiences. Student perspectives on the impact of this experience upon their clinical training will be presented.

AUTHOR BIOS

Emma Maley is an undergraduate student in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Kathleen Scaler Scott is a practicing speech-language pathologist, Board Certified Specialist in Stuttering, Cluttering and Fluency, and Professor of Speech-Language Pathology at Misericordia University. Dr. Scaler Scott received the Deso Weiss Award for Excellence in the field of cluttering and the Professional of the Year Award from the National Stuttering Association. She is co-author of "Orchid and Dandi" and has conducted and published quantitative and qualitative research studies in the areas of cluttering, atypical disfluency, autism and child language and literacy disorders.

Melissa Alunni is a clinical supervisor and Assistant Professor in the Department of Speech-Language Pathology at Misericordia University. She has worked with all populations from pediatrics to geriatrics. She currently works and supervises in early intervention with the birth-5 population.

Kayla Montemarano is an undergraduate student in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Margaret Koester is an undergraduate student in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

AUTHOR BIOS CONT.

Brenna Fields is a graduate student in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Brooke Price is an undergraduate student in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

McKenna Callear is an undergraduate student in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

AUTHOR DISCLOSURES

Maley has no financial or non-financial disclosures.

Dr. Scaler Scott receives a salary from Misericordia University.

Melissa Alunni receives a salary from Misericordia University.

Kayla has no financial or non-financial disclosures.

Margaret has no financial or non-financial disclosures.

Brenna has no financial or non-financial disclosures.

Brooke has no financial or non-financial disclosures.

Mckenna has no financial or non-financial disclosures.

POSTER PRESENTATION

PROMOTING RESEARCH INCLUSION THROUGH AAC-SUPPORTED INFORMED CONSENT



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Association

Introductory Level

.025 ASHA CEUs

SOPHIE WOLF M.S. CCC-SLP

Learning Objectives:

- Describe common communication barriers experienced by individuals with intellectual and developmental disabilities (IDD) during research participation and informed consent
- Identify augmentative and alternative communication (AAC) strategies (e.g., visual supports, video-based materials) that may be used to support comprehension and expression during informed consent processes.
- Discuss implications for future research and ethical practice, including the need for systematic development and evaluation of AAC-supported informed consent materials.



ABSTRACT

Purpose: Individuals with intellectual and developmental disabilities (IDD) often face communication barriers and lack appropriate support during research participation, raising concerns of justice outlined in the Belmont Report. This project identifies how augmentative and alternative communication (AAC) may ensure more accessible informed consent processes for individuals with IDD. Method: A narrative synthesis approach was used to explore the potential application of AAC strategies during informed consent for individuals with IDD. Relevant literature from healthcare and educational settings were included based on the use of AAC principles which may be adaptable to research informed consent processes. Results: Visual supports, including pictures and videos, are commonly described as a valuable tool to enhance communication in literature regarding informed consent. However, there is a striking lack of research specifically addressing the use of AAC in the development, evaluation and implementation of these s

AUTHOR BIOS

Sophie Wolf is a second-year doctoral student in the Communication Sciences and Disorders (CSD) program at Penn State, where she also earned both her bachelor's and master's degrees. After working as a Speech-Language Pathologist in school settings, she returned to Penn State to engage in research and mentor future SLPs. Her work focuses on enhancing communication for individuals with intellectual and developmental disabilities, with a particular emphasis on augmentative and alternative communication (AAC) and other visual supports.

AUTHOR DISCLOSURES

Sophie has no financial or non-financial disclosures.

POSTER PRESENTATION IS ACCESS TO INSURANCE & EDUCATION RELATED TO VOICE DISORDERS & STUTTERING?



ASHA CE
APPROVED PROVIDER

Pennsylvania
Speech-Language-Hearing
Association

Introductory Level
.025 ASHA CEUs

KYLEE SURRENA STUDENT
KRISTEL GALLAGHER PH.D

Learning Objectives:

- Identify the observed associations between denial of health insurance and greater voice difficulty severity, and between lower education level and higher stuttering/stammering prevalence, as presented in Figures 1–2.
- Describe at least two actionable implications of these disparities for adults
- Demonstrate accurate interpretation and communication of the poster statistics and summarizing the findings in a 2–3 sentence plain-language statement.



ABSTRACT

Level of education achieved and access to healthcare can impact an individual's fluency and voice. This study focused on two main research questions to investigate the extent to which these factors are associated with fluency and voice disorders. The first research question was "Is there an association between the lack of healthcare insurance and voice disorders in adults?" The second research question was "Is there an association between education level and fluency disorders in adults?" These research questions were answered using secondary data analysis of Wave IV of the National Longitudinal Study of Adolescent to Adult Health dataset. Data was obtained from a nationally representative sample of 5,114 individuals living in all 50 US states in 2008. A self-administered survey was utilized to collect the data. The results concluded that there was a significant relationship between lack of healthcare insurance and voice disorders. There was also a significant relationship between education level and fluency disorders in adults. Gender was examined as a potential moderating variable and found not to play a significant role. The results of this study suggest that having no access to healthcare is related to both the presence of voice disorders and their severity. The results also suggest that lower education is related to the presence of stuttering/stammering. Future research should examine why gender does not impact the results, even when men are more likely to have a stutter.

AUTHOR BIOS

Kylee Surrena is a senior at Thiel College majoring in Communication Science and Disorders. She is Vice President of the Thiel Chapter of the National Student Speech Language Hearing Association (NSSLHA), along with the Student Government Association Representative (SGA Rep) for NSSLHA. She is starting graduate school for Speech Language Pathology at Thiel College in June.

Dr. Gallagher is an Associate Professor of Psychology at Thiel College. She received her Ph.D at Kent State University in Ohio in 2012. She is known for her work in Social and Health Psychology applying theories and principles from the field of Social Psychology to the promotion of healthy behaviors, specifically those related to physical activity and diet. She is a faculty athletic representative of Thiel College to the NCAA, as well as the faculty representative for Thiel College's Multi-Disciplinary Concussion Management Team.

AUTHOR DISCLOSURES

Kylee has no financial or non-financial disclosures.

Dr. Gallagher has no financial or non-financial disclosures.

POSTER PRESENTATION

LEARNING TO TREAT COMPLEX CASES WITH PHONICS FACES



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Association

Introductory Level

.025 ASHA CEUs

**BROOKE PRICE STUDENT, MCKENNA CALLEAR STUDENT,
KATHLEEN SCALER SCOTT PHD, CCC-SLP, MELISSA ALUNNI
M.S., CCC-SLP, AMY BALENT, EMMA MALEY STUDENT,
KAYLA MONTEMARANO STUDENT, MARGARET KOESTER
STUDENT, ELIZABETH BURNEY BS, ASHLEY PITZ GRADUATE
STUDENT**

Learning Objectives:

- Following this poster, attendees will describe the rationale for use of Phonics Faces with neurodiverse learners.
- Following this poster, attendees will describe the steps in setting up the Phonics Faces training program.
- Following this poster, attendees will state two undergraduate student perspectives related to the program's impact on their clinical training.



ABSTRACT

Approximately 53% of speech-language pathologists (SLPs) work in educational facilities (ASHA, 2025), where students with literacy challenges may make up a large portion of their caseloads. With the expanding areas an SLP will treat, there is often not enough time for students to receive in-depth training in one particular area. Literacy is an area that is within the scope of SLP practice in the areas of prevention, education, and intervention (ASHA, 2001). In a 2024 ASHA Schools Survey, autism was found to be within the top 4 areas SLPs treat. Although many autistic children have difficulty with literacy, programs designed for neurotypical children with dyslexia may not be the best match for autistic brains. Phonics Faces is a literacy program designed to assist children with autism in all areas of literacy. The program presents lessons in a way that takes into account neurodiverse thinking in autism (Martin et al., 2025). The training program presented in this poster was designed to help students gain more experience and deeper understanding of the Phonics Faces program. It was also designed to give undergraduate students exposure to the therapy process earlier in their program. One first year and one second year graduate student clinician were trained by the third author (mentor) to deliver the Phonics Faces program to two groups of autistic children in early intervention. One sophomore and one first-year student also received training about the Phonics Faces program. Graduate students collaborated with their mentor for planning and revision of weekly sessions, while undergraduate students helped with material preparation, setup and cleanup, and watched and reflected on the sessions. This poster will present the steps in the training process and student perspectives and reflections on the program's impact upon their clinical training.

AUTHOR BIOS

Brooke Price is a second year undergraduate student in the Speech-Language Pathology Department at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She will be presenting at the state level during PSHA 2026.

McKenna Callear is a freshman in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Kathleen Scaler Scott is a practicing speech-language pathologist, Board Certified Specialist in Stuttering, Cluttering and Fluency, and Professor of Speech-Language Pathology at Misericordia University in Dallas, PA, USA. Dr. Scaler Scott received the Deso Weiss Award for Excellence in the field of cluttering and the Professional of the Year Award from the National Stuttering Association. She is author of Fluency Plus: Managing Fluency Disorders in Individuals with Multiple Diagnoses, and has conducted and published quantitative and qualitative research studies in the areas of cluttering, atypical disfluency, autism and child language and literacy disorders.

Melissa Alunni is a clinical supervisor and Assistant Professor in the Department of Speech-Language Pathology at Misericordia University. She has worked with all populations from pediatrics to geriatrics. She currently works and supervises in early intervention with the birth-5 population.

AUTHOR BIOS CONT.

Amy Balent is a clinical supervisor in the Department of Speech-Language Pathology at Misericordia University. Amy specializes in working with early language and speech disorders. She has worked in outpatient and inpatient medical settings, early intervention, public schools, private schools, and private practice. She currently works and supervises in early intervention with the birth-5 population.

Emma Haley is a third year student in the Speech-Language Pathology Department at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She has presented research at the national and international levels and prepares to present at her first PSHA conference.

Kayla Montemarano is a third year student in the Speech-Language Pathology Department at Misericordia University. She has worked on research studies under the supervision of Dr. Scaler Scott. She has presented research at the national and international levels and prepares to present at her first PSHA conference.

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AUTHOR BIOS CONT.

Elizabeth Burney is a graduate student in the Speech-Language Pathology program at Misericordia University. She has conducted extensive data analysis for this study.

Ashley Pitz is a fourth-year graduate student in the Speech-Language Pathology Department at Misericordia University. She has worked on research studies under the supervision of Dr. Glen Tellis.

AUTHOR DISCLOSURES

Brooke has no financial or non-financial disclosures.

Mckenna has no financial or non-financial disclosures.

Dr. Scaler Scott receives a salary from Misericordia University.

Melissa Alunni receives a salary from Misericordia University.

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Emma has no financial or non-financial disclosures.

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Margaret has no financial or non-financial disclosures.

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Ashley has no financial or non-financial disclosures.

POSTER PRESENTATION SPOKEN DISCOURSE WITH AND WITHOUT AAC IN PPA AND DEMENTIA



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Introductory Level
.025 ASHA CEUs

**ABIGAIL MOSTELLER STUDENT, AMANDA PRINZI
STUDENT, CHITRALI MAMLEKAR PH. D., CCC-SLP,
ALEIA ATHERTON STUDENT, ALEXANDRA RODGERS
STUDENT**

Learning Objectives:

- Explain narrative and procedural discourse processes and their associated cognitive-linguistic demands.
- Describe and compare language characteristics elicited through different discourse methods in adults with primary progressive aphasia and adults with dementia.
- Describe how presence of AAC may influence discourse across neurodegenerative populations.



ABSTRACT

Primary progressive aphasia (PPA) is a degenerative disease that primarily affects language and dementia is a broad term for numerous diseases that affect cognitive functioning. In PPA, discourse is impaired by word finding difficulties, frequent pauses, phrase reconstruction, phonological paraphasias, simple grammar, and fluency. Discourse in individuals with dementia shows impairments in broad and repetitive language, difficulty maintaining topics, and switching topics. High-tech AAC using visual scene displays (VSD) offer context-rich visual support that may reduce linguistic and cognitive load. However, to our knowledge, no studies have compared AAC effects across discourse types across these two populations. This case series explored whether VSD differently supports narrative and procedural discourse in two people with PPA and two people with Alzheimer's dementia. Participants completed a narrative retell and procedural retell under AAC-supported and no AAC conditions. Discourse samples were transcribed and analyzed for microstructural outcomes. Preliminary data indicates reduced efficiency and informativeness in dementia narratives compared with procedural discourse. For example, a person with dementia (P4) produced narrative story in no AAC condition with topic substitutions and extended off-task autobiographical commentary. In procedural discourse, the core procedural elements were produced with fewer task incompatible intrusions (P4 and P2). Participants with PPA (P1 and P5) produced less spoken language in no AAC condition. In narrative retells, the participant showed false starts and mazes. Across both participants with PPA, in procedural task, more organized output was observed. The complete analysis of microstructural outcomes is underway. These preliminary findings highlight the need for larger scale study examining how AAC and discourse types can be strategically leveraged to optimize communication outcomes in individuals with PPA and dementia.

AUTHOR BIOS

Abigail Mosteller is a third-year undergraduate Speech-Language Pathology student at Misericordia University, expected graduation in May 2028. She is also a NSSLHA member (14490641). Abigail is working under the direction of Dr. Mamlekar. Abigail is interested in neurogenic communication disorders and augmentative and alternative communication (AAC).

Amanda Prinzi is a third-year undergraduate Speech-Language Pathology student at Misericordia University, expected graduation in May 2028. She is also a NSSLHA member (14490642). Amanda is working under the direction of Dr. Mamlekar. Amanda is interested in neurologically based communication disorders and augmentative and alternative communication (AAC).

Chitrani R. Mamlekar, Ph.D., CCC-SLP is an assistant professor who specializes in neurogenic communication disorders and augmentative and alternative communication (AAC). Her primary research interest concerns designing and developing evaluation techniques for digital technology to make them truly accessible for people with neurogenic communication disorders and healthcare providers.

Aleia Atherton is a first-year graduate Speech-Language Pathology student at Misericordia University, expected graduation in May 2027. She is also a NSSLHA member (14456053). Aleia is working under the direction of Dr. Mamlekar. Aleia is interested in the use of augmentative and alternative communication (AAC) and neurogenic disorders.

Alexandra Rogers is a graduate Speech-Language Pathology student at Misericordia University, expected graduation in May 2027. She is also a NSSLHA member (14456068). Alex is working under the direction of Dr. Mamlekar. Through research experience, Alex has developed an interest in neurogenic communication disorders and the use of augmentative and alternative communication (AAC).

AUTHOR DISCLOSURES

Abigail is a student researcher is a paid lab assistant at
Misericordia University

Amanda is a student researcher is a paid lab assistant at
Misericordia University.

Chitrali Mamlekar is employed by Misericordia University

Aleia is a student researcher is a paid lab assistant at
Misericordia University.

Alexandra is a student researcher is a paid lab assistant at
Misericordia University.

POSTER PRESENTATION

AGRAMMATISM APHASIA

TREATMENTS FOR BILINGUAL

INDIVIDUALS



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Association

Introductory Level

.025 ASHA CEUs

**BRUCE WISENBURN PHD, CCC-SLP, AVA
AULISIO, B.S. CSD, VANESSA BOMPANE
B.S. CSD, LAUREN LAROCHE B.S. CSD**

Learning Objectives:

- Learners will identify evidence for gains in syntax and fluency skills for bilingual/multilingual individuals with aphasia for their first and second language
- Learners will explain the basic protocol of various agrammatism therapies for bilingual individuals with aphasia
- Learners will identify the quality of studies of bilingual individuals with agrammatism due to aphasia



ABSTRACT

This systematic review focuses on analyzing the efficacy of agrammatism treatment for persons with aphasia (PWA) who are bilingual (BPWA). Method: We conducted a search of the literature to find treatment studies of syntactic or fluency deficits for BPWA to review and analyze. We then calculated an effect size for gains made in treatment. Results: The initial search found 343 hits; of these, 8 articles were suitable for analysis, resulting in 19 effect sizes calculated. Treatment showed an effect size range for L1 from -1.14 to 2.17, with a median of 0.53. For the treated language (L2 or lower), the effect size range was from 0.41 to 11.55 with a median of 1.44. In seven of the eight studies, treatment was conducted in L2 or lower. Five of the eight studies showed a medium or large effect size for carry over to an untreated language. Conclusion: Effect size calculations showed therapies to be generally efficacious, especially for the treated language. Carry over to an untreated language was inconsistent.

AUTHOR BIOS

Bruce Wisenburn, Ph.D, is an Associate Professor at Marywood University. His research is in the areas of evidence-based practice for aphasia therapy, computer applications for AAC, and AAC for Spanish speakers. He has presented and published meta-analyses and systematic reviews related to aphasia treatment.

Ms. Ava Aulisio is a graduate student in the Department of Communication Sciences and Disorders at Marywood University. She has her bachelor's degree in Communication Sciences and Disorders from Marywood University.

Ms. Vanessa Bompane is a graduate student in the Department of Communication Sciences and Disorders at Marywood University. She has her bachelor's degree in Communication Sciences and Disorders from Marywood University.

Ms. Lauren LaRouche is a graduate student in the Department of Communication Sciences and Disorders at Marywood University. She has her bachelor's degree in Communication Sciences and Disorders from Marywood University.

AUTHOR DISCLOSURES

Bruce has no financial or non-financial disclosures.

Ava has no financial or non-financial disclosures.

Vanessa has no financial or non-financial disclosures.

Lauren has no financial or non-financial disclosures.



POSTER PRESENTATION

WHAT'S NEW IN MISOPHONIA? AN UPDATE FOR SLPS AND AUDIOLOGISTS



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Introductory Level
.025 ASHA CEUs

**GRACE LEGG STUDENT,
SUSAN DILLMUTH-MILLER AU.D, CCC-A**

Learning Objectives:

- Discuss next steps when speech-language pathologist or audiologist encounters a person with misophonia.
- Persons should be able to discuss frequent comorbidities and differential diagnosis
- Persons should be able to define misophonia & outline diagnosis criteria



ABSTRACT

Recent research has expanded our understanding of misophonia relating to Speech, Language, and Hearing Sciences. This poster reviews new diagnostic criteria, relevant questionnaires, differential diagnosis (misophonia compared to presbycusis, hyperacusis, tinnitus), various assessment tools, treatment approaches, and prevalence. The poster will guide Speech-Language Pathologists and Audiologists on clinical implications, emphasizing the next steps when encountering a student with misophonia, and areas where future research is needed.

AUTHOR BIOS

Grace Legg is a senior majoring in Speech, Language, and Hearing Sciences at East Stroudsburg University, currently working toward a certificate in Gerontology. She serves as the president of the school's Sign Language Club, is a member of the National Student Speech Language Hearing Association (NSSLHA), and mentors students with intellectual disabilities on campus. Her research focuses on misophonia and its impact in the Speech, Language, and Hearing Sciences.

Susan Dillmuth-Miller Au.D. is a professor in the Speech, Language, Hearing Sciences Department at East Stroudsburg University. She has practiced audiology for over 30 years. She has presented on topics such as educational audiology, concussion and auditory effects, and auditory processing disorder both nationally and internationally.

AUTHOR DISCLOSURES

Grace has no financial or non-financial disclosures.

Susan has no financial or non-financial disclosures.

POSTER PRESENTATION USING PEER-ASSISTED LEARNING TO PROMOTE CULTURALLY RESPONSIVE INTERPRETING



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Introductory Level
.025 ASHA CEUs

**PATRICIA ANN-MARIE SWASEY
WASHINGTON PHD., CCC-SLP,
KATHERINE MURPHY M.A. SPANIS, AND
MADELYN SALVANTE B.S.**

Learning Objectives:

- State three culturally responsive strategies for effectively communicating with interpreters and culturally and linguistically diverse clients
- Describe two roles of the speech language pathologist when collaborating with interpreters
- List two things that students learned during the simulation



ABSTRACT

As the population of clients receiving speech-language-pathology services becomes more multilingual and culturally diverse, it is increasingly more critical that graduate students receive training on how to work effectively with interpreters. The Bilingual Emphasis Course Sequence (BECS) program at West Chester University trains bilingual students to provide culturally responsive services and interpreting for speech-language pathology (SLP) and audiology clients. However, it is vital that all graduate level SLP students learn how to effectively interact with interpreters when serving culturally and linguistically diverse clients. Currently, many students lack sufficient opportunities to practice these interprofessional skills before engaging with real clients. Therefore, we will implement a training protocol based on principles of Peer Assisted Learning (PAL) (Springle et al., 2023) that will allow bilingual graduate students to promote their graduate peers' acquisition of knowledge and skills for working effectively with interpreters during simulated activities. Pre- and post-tests will be administered to gauge students' confidence in working with interpreters. This poster presentation will describe the training program and outcomes.

AUTHOR BIOS

Patricia Swasey Washington, Ph.D., CCC-SLP is an associate professor at West Chester University (WCU). She is Founder and Coordinator of the Bilingual Emphasis Course Sequence and the Communication Sciences and Disorders Study Abroad in Costa Rica program. She has extensive experience as a multilingual speech-language pathologist, practicing in various settings for over 30 years. Her research focuses on child language development and disorders, bilingualism, and issues of cultural and linguistic diversity.

Katherine Murphy received her Bachelor of Arts in Communication Sciences and Disorders and her Bachelor of Arts in Spanish at West Chester University (WCU) in 2024, and then her Master of Arts in Spanish at WCU in 2025. Currently she is working on her Master of Arts in Speech Language Pathology at WCU, with her prospective graduation set for 2027. There, she is part of the Bilingual Emphasis Course Sequence, where she gains experience working with multicultural clients. Katherine has a background in education, having taught in a preschool setting for eight years, where she worked with bilingual children. She looks forward to continuing to work clinically with children in English, Spanish, and Brazilian Portuguese.

Madelyn Salvante received her Bachelor of Science Degree in speech language pathology with a minor in Spanish from Ithaca College in 2025, and is currently working on her master's degree in speech-language pathology at West Chester University for 2027. During her time at Ithaca, she continued to develop her love for the Spanish language when working as Spanish teaching assistant and studying abroad in Sevilla, Spain. At WCU she is part of the Bilingual Emphasis Course Sequence, where she is gaining experience working with culturally and linguistically diverse populations. In the future, Madelyn has an interest in serving minority populations, as well as working with children and young adults with developmental disabilities

AUTHOR DISCLOSURES

Patricia Swasey Washington is a salaried associate professor at West Chester University. Also, she received the College of Health Sciences Faculty-Student Research Award for this project, along with her students, Katherine Murphy and Madelyn Salvante.

Katherine Murphy received the College of Health Sciences Faculty-Student Research Award that assisted with financing her conference attendance.

Madelyn Salvante received the College of Health Sciences Faculty-Student Research Award that assisted with financing her conference attendance.

POSTER PRESENTATION SIT AS A MEASURE OF SPEECH RATE, INTELLIGIBILITY, AND ALS SEVERITY



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Introductory Level
.025 ASHA CEUs

**MADISON DIEHL B.S. CSD, KATHLEEN
COLL UNDERGRADUATE STUDENT, AND
NAVIN VISWANATHAN PH.D**

Learning Objectives:

- As a result of this presentation, the learner will be able to connect the SIT to its clinical scope and responsibilities in ALS.
- As a result of this presentation, the learner will be able to summarize the importance of the SIT in speech production and severity in ALS.
- As a result of this presentation, the learner will be able to list the characteristics of dysarthria secondary to ALS as it progresses, and how it connects to speech.



ABSTRACT

Amyotrophic lateral sclerosis (commonly known as ALS) often results in dysarthria secondary to ALS, therefore contributing to speech intelligibility decline. Common interventions focused on measuring speech intelligibility are often used to categorize participants based on their level of severity. Oftentimes, the only recourse is a categorization of severity level rather than the application and processing of this data to improve articulatory production and perception. In this current study, we use the Speech Intelligibility Test (SIT) to gather and analyze the speech intelligibility of PALS (People with ALS) and elaborate on the need to do so. 43 Monolingual English PALS speakers recruited from across the United States completed recordings of their speech via short phrases and varying words with target vowels from their homes. Equipment was delivered to their residences, and quantitative and qualitative data were recorded. Audio recordings of SIT sentences were obtained from participants and played to native English speakers who were asked to transcribe what they heard to the best of their ability. These were then scored for accuracy. Scoring is taking place now and we will report automatic SIT scores, corrected SIT scores, and information on speech rate and intelligibility. The SIT has been used as a measure of ALS severity by tracking speech rate and intelligibility. Speech decline occurs over time, and this manifests as a combination of slowing speech rate and diminished intelligibility. Collecting and understanding this information is important for PALS, researchers, and medical professionals to understand speech production, severity, and how the disease affects its decline.

AUTHOR BIOS

First year Graduate student at Penn State University in Communication Sciences and Disorders.

Undergraduate student at Penn State University in Communication Sciences and Disorders.

Ph.D. Associate Professor Department of Communication Sciences & Disorders the Program in Linguistics (The Center for Language Sciences), & the Graduate Program in Acoustics

AUTHOR DISCLOSURES

Madison has no financial or non-financial disclosures.

Kathleen has no financial or non-financial disclosures.

Navin has no financial or non-financial disclosures.

POSTER PRESENTATION VOICE OUTCOMES IN PARKINSON'S DISEASE FOLLOWING SPEAK OUT! THERAPY



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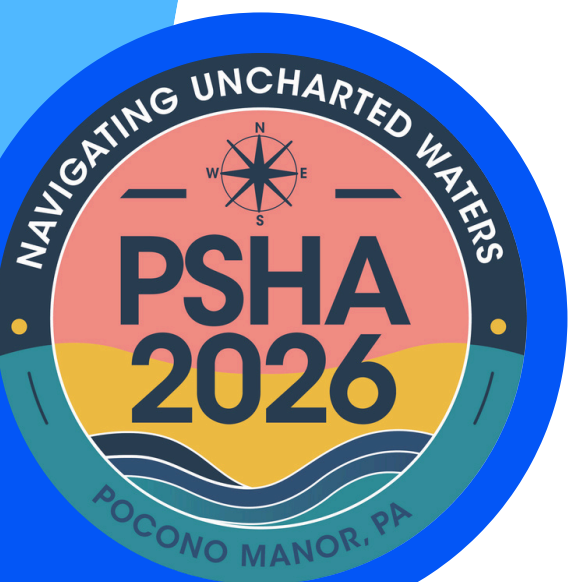
Introductory Level

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**SARAH JACOBS UNDERGRADUATE STUDENT,
KYLIE REISZ B.S. IN CSD, ANNE MARIE KUBAT
M.S., CCC-SLP, AMANDA BYRD MS, CCC-SLP,
EILEEN KOWALSKI MS, CCC-SLP, AND NICOLE
ETTER PHD, CCC-SLP**

Learning Objectives:

- At the completion of this presentation, learners will be able to describe various communicative domains targeted for improvement (vocal intensity, speech intelligibility, and communication effectiveness) by the SPEAK OUT! therapy program.
- At the completion of this presentation, learners will be able to identify the importance of consistent therapy from baseline to discharge, in supporting intentional speech production in individuals with Parkinson's Disease.
- At the completion of this presentation, learners will be able to identify pre- and post- treatment changes in vocal intensity and communication effectiveness following SPEAKOUT! therapy.



ABSTRACT

Voice is essential for everyday communication and is impacted by Parkinson's disease. People with Parkinson's disease benefit from voice therapy programs. SPEAK OUT! is a voice therapy program designed by Parkinson Voice Project. The purpose of this work is to evaluate quantitative outcome measures from people participating in SPEAK OUT! voice therapy. This study uses a pre/post cohort design with individuals participating in the SPEAK OUT! Therapy program through the Penn State Speech, Language, and Hearing Clinic. All participants complete a pre- (baseline) evaluation and a post- (discharge) evaluation. During these evaluations, acoustic voice measures included conversational, paragraph, and sustained /a/ vocal intensity, as well as sustained phonation duration. Patient-reported outcome measures included the Aging Voice Index (AVI), Eating Assessment Tool (EAT 10), and the Communication Effectiveness Index (CETI). At the time of submission, a total of 67 people with Parkinson's disease had participated in this program. The age range of participants was 30-91 years, with an average age of 72.4 years. Paired t-tests were used to assess pre/post group outcome measures. Statistically significant differences were noted from baseline to discharge in conversational, paragraph and sustained vowel vocal intensity (all $p < .001$). Significant improvements were also observed in pre- and post- patient-reported outcome measures, including the CETI and AVI ($p < .001$). Overall, our findings demonstrated improvements in vocal intensity and patient-reported outcomes measures following participation in the SPEAK OUT! therapy program. Future studies will continue to explore qualitative and quantitative measures related to participation in the program.

AUTHOR BIOS

Sarah Jacobs is an undergraduate student at The Pennsylvania State University, majoring in Communication Sciences and Disorders. She is involved in undergraduate research through a Penn State grant in collaboration with the SPEAKOUT!® program, focusing on speech and voice outcomes for individuals with Parkinson's disease. She is also an active member of the National Student Speech-Language-Hearing Association (NSSLHA). She seeks to extend her leadership skills through experiences such as serving as a TA and a member of the Health and Human Development Ambassador program.

Currently, Kylie is a master's student at The Pennsylvania State University, studying Communication Sciences and Disorders. She is currently working under Dr. Etter in her OPPAL research lab, investigating the relationship between nonverbal communication and the SPEAK OUT! program, in those with Parkinson's Disease.

Mrs. Kubat's primary areas of clinical interest are in the areas of evaluation and treatment of aphasia, language and cognitive deficits secondary to traumatic brain injury, speech and voice deficits secondary to Parkinson's disease, and pronunciation training for individuals who speak English as a second language. In addition, she has an interest in the supervision and training of graduate student clinicians, and developing community partnerships with the university.

Ms. Byrd (she/her) is an Assistant Teaching Professor and Clinical Supervisor in the Department of Communication Sciences and Disorders at Penn State University. Clinical interests include adult neurogenic speech and language disorders and dysphagia. She is additionally invested in translational science, community engagement, and diversity, equity, and inclusion. She is highly involved in service with Penn State, PSHA, ASHA, etc.

AUTHOR BIOS CONT.

Current clinical interests include early intervention, child articulation and phonology, childhood apraxia of speech and motor speech disorders, child language, literacy and auditory processing disorders, speech and voice deficits secondary to Parkinson's disease. Additional interest in the area of clinical supervision and training of student clinicians. Full-time employment in acute care hospital, adult rehab, and long-term care nursing facilities; part-time employment in public schools, home health care, and outpatient therapy.

Nicole Etter, PhD, CCC/SLP is an associate professor and professor-in-charge of graduate programs in the Department of Communication Sciences and Disorders at the Pennsylvania State University. Dr. Etter's current research focuses on sensorimotor control for/skilled orofacial activities, like speech, voice, and swallowing in healthy aging adults and those with neurogenic communication disorders.

AUTHOR DISCLOSURES

This research is supported by the Parkinson Voice Project.

POSTER PRESENTATION INTRAPARTICIPANT SPEAKING RATE DIFFERENCES ACROSS TASKS AND SESSIONS



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Introductory Level

.025 ASHA CEUs

**RILEY NEILON UNDERGRADUATE STUDENT,
NICOLE ETTER PHD, CCC-SLP, ELIZABETH
DUGAN UNDERGRADUATE STUDENT, AND REESE
BRINER GRADUATE STUDENT**

Learning Objectives:

- At the completion of this presentation, learners will be able to describe various communicative domains targeted for improvement (vocal intensity, speech intelligibility, and communication effectiveness) by the SDescribe how speaking rates differ across session for different standard reading passages
- Compare speaking rate in reading versus spontaneous speech tasks
- Understand the clinical importance of choosing passages for testing and test-retest conditions



ABSTRACT

Speaking rate is commonly used in the assessment and treatment of speech and voice disorders; however, little is known about test–retest reliability at the individual level. While differences in speaking rate related to age, gender, geographic region, and emotional state are well documented, the stability of individual speaking rate across sessions and speaking contexts remains underexplored. This study examined intraparticipant differences in speaking rate within and across sessions during structured and spontaneous speaking tasks. During each session, participants read three standardized passages (Grandfather, Rainbow, and Caterpillar) and produced two spontaneous speech samples in response to open-ended prompts, presented in random order. Approximately one week later, participants repeated all tasks in a new random order. Speech samples were audio-recorded and transcribed. Speaking rate was calculated in syllables per minute. A one-way ANOVA assessed differences among reading passages, and paired t-tests examined test–retest reliability. At the time of submission, 19 participants (ages 21–82 years, mean age 35 years) completed both sessions. Descriptive statistics showed average syllables per minute for each task at both testing times. Paired correlations indicated test–retest relationships for all reading passages; however, paired t-tests revealed a significant difference for the Rainbow passage ($p = .028$), with faster rates during the second session (247.7 vs. 267.5 syllables per minute). No significant differences were found for the other passages or for spontaneous speech samples. Clinically, these findings highlight the importance of consistency when selecting standardized passages for measuring speaking rate, as variability may occur depending on passage selection. Spontaneous speech samples showed the greatest consistency, suggesting they may be the most robust measure for tracking change over time.

AUTHOR BIOS

Riley Neilon is a second-year undergraduate student in Communication Sciences and Disorders at The Pennsylvania State University. She plans to pursue graduate training in Speech-Language Pathology and has volunteered in Dr. Etter's research lab since her first semester at Penn State, examining speaking rate in spontaneous speech and structured reading tasks.

Nicole Etter, PhD, CCC/SLP is an associate professor and professor-in-charge of graduate programs in the Department of Communication Sciences and Disorders at the Pennsylvania State University. Dr. Etter's current research focuses on sensorimotor control for skilled orofacial activities, like speech, voice, and swallowing in healthy aging adults and those with neurogenic communication disorders

Elizabeth Dugan is a fourth-year undergraduate student in Communication Sciences and Disorders at The Pennsylvania State University. She plans to pursue graduate training in Speech-Language Pathology and has volunteered in Dr. Etters research lab since her third semester at Penn State, examining speaking rate in spontaneous speech and structured reading tasks.

Reese Briner is a second-year Master's student in Speech-Language Pathology at The Pennsylvania State University. Her clinical and research interests include traumatic brain injury, dysphagia, and pediatric populations. She earned her Bachelor of Science degree from Texas Christian University. Reese's master's thesis examined the impact of the SPEAK OUT! therapy program on individuals with Parkinson's disease and their care partners, with emphasis on functional communication outcomes and caregiver perspectives. She plans to continue developing expertise in evidence-based practice across medical and pediatric settings.

AUTHOR DISCLOSURES

Riley has no financial or non-financial disclosures.

Nicole has no financial or non-financial disclosures.

Elizabeth has no financial or non-financial disclosures.

Reese has no financial or non-financial disclosures.

POSTER PRESENTATION INTCODBRIDGING DISTANCE AND CLINICAL EDUCATION: A FOUNDATIONAL SLP TRAINING MODEL



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.025 ASHA CEUs

**NICHOLAS BARONE CCC-SLP, AND
HANDRIN KHOJA B.S.**

Learning Objectives:

- Describe the design and core components of The University of Scranton Summer Academy and how they support early skill development.
- Evaluate the role of community partnerships in enabling clinical experiences by examining the benefits, challenges, and sustainability considerations associated with collaboration between universities and community organizations.
- Apply the Summer Academy model to their own graduate SLP programs by mapping key components onto existing resources, constraints, and program goals, determining how these elements can be adapted or scaled to support sustainable program replication.



ABSTRACT

Background: Analysis-by-synthesis, an extension of the Motor Theory of Speech Perception, proposes that speech perception involves internally generated motor plans to support auditory decoding. Prior research has demonstrated mirror neuron activation in motor speech regions during perception of non-native phonemes; however, cortical activation patterns during categorical perception (CP) have not been directly compared between native and non-native speakers. This study examined cortical activation patterns during CP of native and non-native phonemes in native English and native Thai speakers using functional near-infrared spectroscopy (fNIRS).

Methods: Native English speakers with no prior exposure to Thai and native Thai speakers completed three phoneme identification tasks along the /b–bp–p/ CP continuum (–80ms to +80ms, 10ms increments). Participants identified /b/, /p/, and following training the Thai phoneme /bp/. Cortical activation was measured using fNIRS over motor, premotor, Broca's area, prefrontal, somatosensory, and auditory regions. Activation was defined as a z-score change of ≥ 1 from baseline.

Results: Thai speakers demonstrated high accuracy across all phonemes, while English speakers showed significant difficulty identifying the non-native /bp/ phoneme. Cortical activation reflected task difficulty: English speakers exhibited greater perisylvian and frontal activation during /bp/ perception, including increased recruitment of motor speech regions. Thai speakers showed reduced activation during /bp/ perception relative to /b/ and /p/.

Conclusions: Findings support analysis-by-synthesis accounts of non-native phoneme perception, with increased motor-speech area recruitment in English speakers. Reduced activation in Thai speakers may reflect phonemic-level code-switching once /bp/ was recognized as a native contrast. This highlights differential mirror neuron involvement during CP and support the use of fNIRS in speech perception research.

AUTHOR BIOS

Nicholas A. Barone, PhD, CCC-SLP, is an assistant professor in the Department of Speech-Language Pathology and Director of the Neurophysiology of Communication, Dysphagia, and Cognition Lab at Misericordia University. His research integrates neurophysiology, voice science, and clinical communication disorders, with emphasis on voice production, belonging and inclusion in CSD training, and the effects of therapy animals on communication. His work focuses on clinically meaningful applications to assessment, treatment, and professional education.

Handrin Khoja is a graduate student in Speech- Language Pathology at Misericordia University. Is a an active member of the Neurophysiology of Communication, Dysphagia, and Cognition Lab under the direction of Dr. Nicholas Barone.

AUTHOR DISCLOSURES

Nicholas has no financial or non-financial disclosures.

Handrin has no financial or non-financial disclosures.

POSTER PRESENTATION PSYCHOPHYSIOLOGICAL RESPONSES IN CHILDREN WHO STUTTER AND CLUTTER IN VR



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**AVA LAUKAITIS, MEGAN AARON, LAUREN
DOWD, SOPHIA NEWCOMER, MARGARET
KOESTER, LAUREN WALSH, MEGHAN
O'GRADY, GLEN TELLIS PH.D., BCS-SCF, CCC-
SLP, AND KATHLEEN SCALER SCOTT PH.D.,
BCS-SCF, CCC-SLP**

Learning Objectives:

- Evaluate differences in stuttering and cluttering behaviors exhibited by children who stutter and clutter across low-stress and high-stress virtual reality speaking scenarios.
- Compare and contrast physiological stress responses including heart rate variability and electrodermal activity during casual and stressful virtual reality speaking scenarios.
- Assess the relationship between psychophysiological stress reactivity, mood changes, and speech behaviors in children who stutter and clutter during virtual reality speaking scenarios.



ABSTRACT

Research on the lifelong impact of stuttering is extensive, whereas research on cluttering remains limited and often relies on assumptions that findings from stuttering apply to individuals who clutter. Cluttering shows subtle yet complex differences despite overlapping features. The purpose of this study was to examine the differences in psychophysiological responses between children who stutter (CWS) and children who clutter (CWC) during casual and stressful virtual reality (VR) speaking situations. Following a 90-second baseline period, participants engaged in two VR scenarios involving conversation with a virtual avatar: 1) a low-stress, casual interaction with a friend at home and 2) a high-stress classroom book presentation. Autonomic nervous system (ANS) activity was recorded throughout each scenario using sensors placed on the torso and palm to measure heart rate variability (HRV) and electrodermal activity (EDA). Each participant's speech was audio recorded and orthographically transcribed to identify and analyze stuttering and cluttering behaviors. Relationships between speech symptoms and physiological measures were analyzed at 30-second intervals to evaluate associations between stress reactivity and speech behaviors. The study also explored whether patterns of stuttering-like disfluencies and nonstuttering-like disfluencies differed between groups across conditions. Ten CWC and 10 CWS participated. Findings suggest that CWC demonstrated more overt cluttering behaviors during the kitchen scenario than during the classroom presentation, with cluttering symptoms negatively correlated with physiological stress. In contrast, CWS experienced elevated physiological stress and increased stuttering-like behaviors during the classroom presentation.

AUTHOR BIOS

Ava Laukaitis is an undergraduate student researcher in the SLP Department at Misericordia University. She is on the Dean's List and is an active member of NSSLHA. She has completed research and data analysis for this study. She has presented papers at state, national, and international conferences.

Megan Aaron is a graduate student researcher in the SLP Department at Misericordia University. She is on the Dean's List and is an active member of NSSLHA. She has completed research and data analysis for this study. She has presented papers at international, national, state, and local conventions.

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AUTHOR BIOS CONT.

Glen Tellis is Professor and Chair at Misericordia University. He was a SIG4 steering committee member, ASHA's 2010 Convention Fluency Topic Chair, and a Board-Certified Fluency Specialist. He teaches courses in stuttering and research methods, supervises clinics, has been invited to present at state, national and international conferences, and has published articles and books about stuttering.

Kathleen Scaler Scott is a practicing speech-language pathologist, Board Certified Specialist in Stuttering, Cluttering and Fluency, and Professor of Speech-Language Pathology at Misericordia University in Dallas, PA, USA. Dr. Scaler Scott received the Deso Weiss Award for Excellence in the field of cluttering and the Professional of the Year Award from the National Stuttering Association. She is co-author of The Source for Stuttering and Cluttering with Glen Tellis, and has conducted and published quantitative and qualitative research studies in the areas of cluttering, atypical disfluency, autism and child language and literacy disorders.

AUTHOR DISCLOSURES

Ava has no financial or non-financial relationships to disclose.

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Meghan has no financial or non-financial relationships to disclose

Glen has no financial or non-financial relationships to disclose

Kathleen has no financial or non-financial relationships to disclose

POSTER PRESENTATION

LEARNING TO BE CSD CHANGE MAKERS THROUGH STUDENT LEADERSHIP OPPORTUNITIES



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Introductory Level
.025 ASHA CEUs

LINDSEY RAPP B.S.
AND MARY JANE GRANITO B.S.

Learning Objectives:

- Describe how student leadership and advocacy opportunities and experiences can contribute to professional identity growth, leadership skill development, and community impact in the field of Communication Sciences and Disorders.
- Identify key themes that support effective leadership across different stages of CSD education, training, and careers, including mentorship, resilience, advocacy, and community engagement.
- List three leadership opportunities CSD students can pursue to be change makers in our field



ABSTRACT

In this presentation, two student leaders use reflective narratives to share their leadership and advocacy experiences in Communication Sciences and Disorders (CSD) and illustrate how involvement in organizations supports students' leadership development, professional identity formation, and community impact. Some of the main themes include the key motivations for pursuing leadership roles, sources of mentorship and support, the essential skills developed, and the challenges encountered throughout their leadership journeys in student and professional organizations. To enhance the analysis, interviews were conducted with three former student leaders: a practicing clinician and former PSHA student representative, a current doctoral researcher and former NSSLHA chapter leader, as well as PSHA DEI committee student representative, and a current graduate student and former National NSSLHA representative for PA. Integrating these perspectives provided insight into how leadership and advocacy initiatives contribute to professional growth and engagement in the field of CSD. The core themes that emerged were mentorship, resilience, advocacy, and community engagement. Findings highlight how student-led initiatives can raise public awareness, amplify the voices of individuals with disabilities and their families, and foster culturally responsive and socially informed practice. Additionally, leadership and advocacy experiences strengthened skills like public speaking, organizational leadership, collaboration, and professional networking.

This presentation will engage student members, emerging professionals, and educators in guided reflection and discussion on leadership pathways within affiliated organizations. Practical strategies for initiating and sustaining student-led advocacy efforts will be shared. The session will conclude with a call to action for students to pursue leadership opportunities.

AUTHOR BIOS

Lindsey Rapp is a first-year graduate student in the MS-SLP program at Moravian University. She completed her Bachelor of Science in Health Sciences (pre-SLP track) with a minor in public health at Moravian University in 2025. She has an interest in various clinical areas of speech-language pathology, and she is particularly passionate about dysphagia. Lindsey is currently serving as Moravian's NSSLHA president, planning activities for her community to partake in throughout this year.

Mary Jane Granito is an incoming graduate student at Moravian University pursuing her Masters of Science in Speech-Language Pathology and her Certified Lactation Counselor (CLC) credential through the Healthy Children Project. Mary Jane Granito has served as the Student Representative for the Pennsylvania Speech-Language Hearing Association and has participated in and presented several inter-university qualitative research projects.

AUTHOR DISCLOSURES

Lindsey has no financial or non-financial relationships to disclose.

Mary Jane has no financial or non-financial relationships to disclose

POSTER PRESENTATION

FNIRS AND SPEECH THERAPY: TEN YEARS OF EVIDENCE



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Introductory Level
.025 ASHA CEUs

**AVA LAUKAITIS, LUKE TELLIS, AND
ERIN ROBERTS M.S., CCC-SLP.**

Learning Objectives:

- Identify research applications of fNIRS in the field of speech-language pathology over the past ten years.
- Describe methodological advancements in fNIRS studies within the field of speech-language pathology over the past ten years.
- Evaluate existing findings from fNIRS studies in the field of speech-language pathology and apply them to clinical practice.



ABSTRACT

Function near-infrared spectroscopy (fNIRS) is a noninvasive neuroimaging technique that estimates cortical activity and neural engagement by tracking increases and decreases in oxygenated and deoxygenated hemoglobin via scalp-based light sources and detectors. Because fNIRS is tolerant of movement and allows for natural task performance, it is particularly well-suited for speech therapy research involving children, neurodiverse clients, and other individuals who may not tolerate more restrictive imaging methods such as magnetic resonance imaging (MRI). fNIRS has been used across a wide range of fields, studies, and clinical settings, including speech and language production. With the rapid growth of fNIRS in various scientific fields, there is a need to evaluate its implementation in speech-language pathology. At present, studies can vary widely on speech tasks, subject ages, and cortical regions they are targeting.

The purpose of this study was to examine peer-reviewed fNIRS studies and their relevance to speech therapy practice over the past decade to determine the advancements and applications of fNIRS currently used in the field of speech-language pathology. In synthesizing results across many fNIRS studies, the researchers identified patterns across varied speech therapy tasks. Identifying similarities and differences in fNIRS study designs within speech-language pathology in recent years helps to identify best practices for future research studies. In addition, consistent patterns across articulation, fluency, voice, language, and motor speech studies may help clinicians and researchers better interpret fNIRS results and understand their relevance to therapy tasks. Future studies should focus on establishing consistent practices in experimental design and using up-to-date fNIRS findings to craft stronger studies.

AUTHOR BIOS

Ava Laukaitis is an undergraduate student researcher in the SLP Department at Misericordia University. She is on the Dean's List and is an active member of NSSLHA. She has completed research and data analysis for this study. She has presented papers at state, national, and international conferences.

Luke Tellis is a junior high school student at Dallas High School and a member of the National Honor Society at his school. He has earned Honors with Distinction for three consecutive years. He is also conducting an independent college-level study on functional near-infrared spectroscopy, neuroanatomy, and neurophysiology.

Erin Roberts is an assistant professor in the department of Speech-Language Pathology at Misericordia University, as well as a doctoral student at Johns Hopkins University studying Mind, Brain, and Teaching. She has completed various research studies in neuroimaging, motor learning, voice, fluency, and clinical education, and has presented findings at state, national, and international conferences. Erin was also awarded Best Poster at the 2015 Fall Voice Conference.

AUTHOR DISCLOSURES

Ava has no financial or non-financial relationships to disclose.

Luke has no financial or non-financial relationships to disclose

Erin has no financial or non-financial relationships to disclose

POSTER PRESENTATION

A SYSTEMATIC REVIEW OF CAS TREATMENT STUDIES FOR CHILDREN WITH AUSTISM



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Introductory Level
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**MADELINE SPAULDING B.A., AND
HEATHER FORBES PH.D., CCC-SLP, BCBA-D**

Learning Objectives:

- Participants will be able to describe key features of speech in childhood apraxia of speech and autism.
- Participants will be able to discuss the treatment procedures used in speech treatment studies on individuals with childhood apraxia of speech and autism.
- Participants will be able to describe the features of childhood apraxia of speech targeted in speech treatment studies on individuals with childhood apraxia of speech and autism.



ABSTRACT

Childhood apraxia of speech (CAS) is a motor speech disorder characterized by inconsistent errors, disrupted coarticulation, and atypical prosody (ASHA, 2007). Although evidence regarding CAS in individuals with autism spectrum disorder (ASD) remains conflicting (Shriberg et al., 2011), co-occurrence has been documented, and clinicians increasingly report serving this population. Despite this, little evidence-based guidance exists to inform speech intervention. This systematic review examined speech treatment studies including participants with both CAS and ASD to identify treatment procedures and targeted CAS features. Electronic searches of PsycINFO, ERIC, and Academic Search Ultimate yielded 3,064 records after duplicates were removed. Following screening and full-text review of 61 articles, three studies met inclusion criteria: primary speech treatment design, inclusion of at least one participant with CAS and ASD, and separate reporting of speech outcomes (Beiting & Maas, 2021; DeThorne et al., 2015; Vashdi, 2014). Across studies, drill-based practice of target words was a consistent component; some incorporated play-based activities, video modeling, computerized feedback, or pacing supports. Interventions primarily targeted word-level production accuracy, though definitions of “accurate” or “successful” production varied. Small samples and heterogeneous procedures limit clear clinical recommendations. Findings underscore the limited and variable evidence base for speech treatment in children with CAS and ASD and highlight the urgent need for clearer outcome definitions and rigorous research to guide clinical decision-making.

References: ASHA. (2007). Childhood apraxia of speech. Shriberg et al. (2011). *J Autism Dev Disord*, 41, 405–426. Beiting & Maas. (2021). *Am J Speech Lang Pathol*, 30, 1–1541. DeThorne et al. (2015). *J Autism Dev Disord*, 45, 3756–3763. Vashdi. (2014). *Int J Health Hum Dev*, 7, 197–203.

AUTHOR BIOS

Madeline Spaulding, B.A., is a second year, second semester master's student in West Chester University's Speech-Language Pathology program. Her clinical research interests include speech interventions for children with autism and other developmental disabilities, especially those who have concomitant motor-speech disorders like childhood apraxia of speech. She is also interested in the overlap of sociolinguistic and speech-language pathology research, particularly in the diverse linguistic landscape of Morocco.

Heather Forbes, Ph.D., CCC-SLP-BCBAD is an Assistant Professor of Communication Sciences and Disorders at West Chester University. She is a dually credentialed speech-language pathologist and doctoral-level board certified behavior analyst. Her research focuses on interventions to improve communication for children with autism and other developmental disabilities, with a particular focus on evidence-based practice, AAC interventions, and collaborative service delivery.

AUTHOR DISCLOSURES

Madeline received a Student-Faculty Teacher award from West Chester University that supported participation in the PSHA conference. The author has no additional financial relationships to disclose.

Heather has no financial or non-financial relationships to disclose

POSTER PRESENTATION

ROLEPLAY GAMES FOR PRAGMATIC THERAPY: FINDINGS FROM A PILOT GROUP



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Introductory Level
.025 ASHA CEUs

**AVA LAUKAITIS, KEARSTON HEALEY M.S.,
CCC-SLP, KATHLEEN SCALER SCOTT PH.D.,
BCS-SCF, CCC-SLP**

Learning Objectives:

- Describe three benefits of integrating roleplay games into pragmatic therapy sessions.
- Identify three key features of a roleplay game designed for pragmatic therapy sessions.
- Interpret preliminary pilot observations to summarize three main ways in which roleplay-based group therapy can support social connection and communication confidence.



ABSTRACT

As understanding of neurodiversity continues to shape clinical practice, speech-language pathologists (SLPs) are increasingly seeking novel neuroaffirming pragmatic therapy approaches for their adolescent clients on the autism spectrum. Roleplaying games (RPGs) can offer autistic clients a space to practice generalizing pragmatic skills and build community with other neurodivergent individuals in a safe environment. An RPG is a game in which players take on the role of a custom character and explore a fantasy setting through working collaboratively and building relationships between their characters. The evidence base for the therapeutic use of RPGs is growing (Armstrong, 2023; Bean & Connell, 2023; Connell, 2023; Henning et al., 2024; Kato, 2019), but few RPGs have been developed specifically for neurodivergent players. Further, there is a lack of RPGs created for SLPs that accommodate common clinical constraints. This overview explores the use of an RPG designed for speech therapy sessions. Players engage in structured social encounters with non-player characters facilitated by an SLP and make social decisions to drive the story forward. The social scenarios are designed to encourage conversation initiation, conflict resolution, and persuasion, among other social functions. The game has been informally piloted with a test group of four teenagers and young adults. Preliminary findings indicate that players engaged in positive social interactions with non-player characters and each other. Through roleplay encounters, they practiced social aspects including negotiation, perspective-taking, social flexibility, and emotional regulation. Players were motivated to participate in sessions by the game mechanics, storytelling, and character-building components of gameplay. These observations will inform future studies on the implementation of RPGs into speech therapy sessions.

AUTHOR BIOS

Ava Laukaitis is an undergraduate student researcher in the SLP Department at Misericordia University. She is on the Dean's List and is an active member of NSSLHA. She has completed research and data analysis for this study. She has presented papers at state, national, and international conferences.

Kearston Healey is an Assistant Professor at Misericordia University in Dallas, PA. Kearston is a licensed and certified speech-language pathologist with over 10 years of clinical, supervisory, and teaching experience.

Kearston is a doctoral candidate in the Educational Technology Ed.D. program at Boise State University in Boise, ID. Kearston has experience in home health, early intervention, and telepractice with various populations.

Kathleen Scaler Scott is a practicing speech-language pathologist, Board Certified Specialist in Stuttering, Cluttering and Fluency, and Professor of Speech-Language Pathology at Misericordia University in Dallas, PA, USA. Dr. Scaler Scott received the Deso Weiss Award for Excellence in the field of cluttering and the Professional of the Year Award from the National Stuttering Association. She is co-author of The Source for Stuttering and Cluttering with Glen Tellis, and has conducted and published quantitative and qualitative research studies in the areas of cluttering, atypical disfluency, autism and child language and literacy disorders. She has presented nationally and internationally on pragmatics.

AUTHOR DISCLOSURES

Ava has no financial or non-financial relationships to disclose

Kearston has no financial or non-financial relationships to disclose

Kathleen has no financial or non-financial relationships to disclose

POSTER PRESENTATION

RODO TEACHERS VHI-10 SCORES PREDICT CEPSTRAL PEAK PROMINENCE?



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**DAVID S. FORD PH.D. CCC-SLP
AND JENNA MILLER**

Learning Objectives:

- Integrate voice screening protocols into educational settings due to teachers' likelihood of acquiring voice disorders.
- Analyze the relationship between VHI-scores and CPP values in teacher voice screenings.
- Evaluate the utility of combining subjective and objective measures in teacher voice screenings



ABSTRACT

Background/Rationale: There has been a wealth of literature supporting the notion that teachers are at very high-risk for voice disorders. 57.7% of teachers reported greater than 1% incidence of voice problems throughout their careers. Prevalence factors have been reported as high as 94% and teachers are estimated to be 2-3 times more likely to develop a voice disorder than the general population. Due to the demanding nature of the job, teachers find it difficult to seek outside services that benefit voice use.

Method/Procedures: A voice screening protocol was developed to allow undergraduate students (supervised by practicing clinicians) to evaluate voice characteristics of primary education teachers. 10 teachers participated in this screening, none of which reported that they were experiencing voice problems at the time of the screening. During the screening, teachers completed the Voice Handicap Index-10 (VHI-10) and the students collected audio samples of sustained vowels, pitch glides, standardized sentences, a standardized reading passage, and a conversational speech sample from each of the teachers. Cepstral Peak Prominence (CPP) was calculated and analyzed from the sustained vowel and conversational speech sample using Praat voice analysis software. **Results:** Correlational analyses and simple linear regression models were used to analyze the relationship between VHI-10 scores and CPP gathered from teacher voice screenings. Descriptive and statistical results will be discussed, to better understand the impact of the voice screenings on quality-of-life and objective acoustic voice measures in primary education teachers.

AUTHOR BIOS

Dr. Ford is an Assistant Professor and Director of the Voice & Upper Airway Clinic at Duquesne University. Clinical and research interests include unique populations of professional voice disorders, acoustic analysis, laryngeal imaging, and the scholarship of teaching and learning within CSD/SLP curricula

Jenna Miller is a 2nd year pre-professional phase student in the Speech-Language Pathology program at Duquesne University.

AUTHOR DISCLOSURES

Dr. Ford is a salaried employee of Duquesne University. Parts of this work were funded by the John G. Rangos, Sr. Prize.

Jenna Miller does not have any financial or non-financial relationships to disclose.

POSTER PRESENTATION

THE EXPERIENCES OF LATE DIAGNOSED AUTISTIC BLACK WOMEN



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CEARA MCGILL M.S. CF-SLP
AND REED SENTER PH.D. CCC-SLP, BCS-CL

Learning Objectives:

- Describe the experiences of later Diagnosed Black Women
- Identify self reported characteristics of autism within this population
- Identify reported barriers to receiving a diagnosis, access to a diagnosis, and support



ABSTRACT

This research investigates the intersectionality of race and gender in the experiences of late-diagnosed autistic women of color, particularly Black women, focusing on their journeys to diagnosis and the implications of delayed identification. Autism Spectrum Disorder (ASD) is often underdiagnosed in this demographic due to societal stereotypes, healthcare disparities, and the phenomenon of masking.

Current literature indicates that women and individuals from marginalized communities face significant barriers in obtaining a timely diagnosis, often resulting in challenges related to mental health, social integration, and access to appropriate services. This study employs qualitative interviews to gather insights from Black women diagnosed with ASD, exploring their experiences with healthcare systems, societal perceptions, and personal identity post-diagnosis. Findings highlight the need for increased awareness and culturally sensitive approaches in ASD assessment and treatment, emphasizing the importance of intersectionality of race and gender in understanding the diverse presentations of autism.

AUTHOR BIOS

My name is Ceara McGill, and I graduated from DeSales University in August 2025 with a master's degree in Speech-Language Pathology. Through my graduate studies, I developed a strong interest in autism and neurodiversity, particularly in understanding lived experiences and support needs. This led me to complete a master's thesis exploring the experiences of late-diagnosed autistic Black women from their own perspectives. I hope to share these experiences to foster connection, increase understanding, and inform meaningful supports for others.

Reed Senter is an Assistant Professor of Speech-Language Pathology at DeSales University. He has worked as a school-based SLP, and now conducts research, teaching, and supervision in pediatric speech-language pathology. He is particularly interested in neurodiversity-affirming practices for autistic clients, as well as interdisciplinary collaboration and education. Reed is a licensed SLP, a Board Certified Specialist in Child Language, and earned a Ph.D. in Special Education from the University of Maryland.

AUTHOR DISCLOSURES

Ceara does not have any financial or non-financial relationships to disclose

Reed is a faculty member of DeSales University, and supervised this thesis research as part of his salaried work.

POSTER PRESENTATION

BULLYING VICTIMIZATION IN CHILDREN WITH DEVELOPMENTAL LANGUAGE DISORDERS



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CAILEE CARMELLA M.S. CCC-SLP, SAGE SNYDER MS-SLP STUDENT, JAIME PETERSON MS-SLP STUDENT, HALEY SALMON MS-SLP STUDENT, MIRIAM GEORGE MS-SLP STUDENT, EMILY HIMMELREICH MS-SLP STUDENT

Learning Objectives:

- Identify evidence indicating that children with developmental language disorder (DLD) experience higher rates of bullying victimization compared to typically developing peers.
- Describe the relationship between bullying victimization and psychosocial outcomes (e.g., anxiety, depression, quality of life) in children with DLD, including evidence that DLD alone does not predict poorer mental health outcomes.
- Identify clinical implications supported by the evidence, including the need for routine bullying screening, use of multi-informant assessment approaches, and integration of social-emotional considerations within language intervention for children with DLD.



ABSTRACT

Children with developmental language disorder (DLD) experience language difficulties that may affect peer relationships and social participation. Research suggests that children with DLD are at increased risk for bullying victimization. However, the impact of bullying on mental health and quality of life remains unclear. This review examined the relationship between bullying experiences and psychosocial outcomes in children with DLD compared to typically developing peers. A systematic search identified 82 potential studies. Four high-quality studies met the inclusion criteria, including three cross-sectional studies and one longitudinal study published after 2015. Participants ranged from 5 to 17 years of age and included children with diagnosed or suspected DLD. Outcomes examined included peer victimization, emotional functioning, social skills, and mental health. Across studies, children with DLD experienced higher rates of bullying victimization than peers without language disorders. DLD alone did not predict poorer mental health outcomes. However, exposure to bullying was associated with increased internalizing symptoms such as anxiety and depression. Discrepancies between self-report and peer or teacher reports of victimization were noted, supporting the use of multi-informant assessment approaches. Longitudinal findings suggested that emotional competence may reduce vulnerability to victimization over time. Overall, findings provide moderate evidence that bullying negatively affects mental health and quality of life in children with DLD. Clinical implications include routine screening for bullying, use of multi-informant assessments, and integration of social-emotional supports within language intervention.

AUTHOR BIOS

Cailee Carmella, M.S., CCC-SLP, is a bilingual speech-language pathologist and Speech-Language Pathology Doctorate (SLPD) student at Moravian University. Her clinical and scholarly work focuses on culturally and linguistically responsive care, neurodiversity-affirming practices, and equitable access to augmentative and alternative communication (AAC).

She serves as adjunct faculty & supports admissions for the post-professional Rehabilitation Sciences doctoral programs as a Student Experience Mentor at Moravian University. Clinically, Cailee works with pediatric populations with an emphasis on bilingualism, autism, and complex communication needs. She specializes in AAC assessment and intervention and advocates for communication systems that honor autonomy, cultural identity, and access across all of a child's languages.

Sage Snyder is a first-year graduate student in the Speech-Language Pathology program at Moravian University. She also completed her undergraduate studies at Moravian University, where she majored in Health Sciences, focusing on Communication Sciences and Disorders. Her clinical interests include pediatric speech and language disorders and Autism Spectrum Disorder. Sage is currently a graduate assistant for Professor Chantal Whiteduck, MS CCC-SLP, assisting with her research on Burnout in the field of SLP and strategies to promote clinician and graduate student well-being.

Jaime Peterson is a first-year graduate student in the Speech-Language Pathology program at Moravian University. She completed her undergraduate degree at James Madison University, where she majored in Communication Sciences and Disorders. Her clinical interests include pediatric speech and language disorders as well as dysphagia assessment and intervention. She is particularly interested in working in medical and pediatric settings, including the NICU, acute care, and hospital-based speech-language services, where she can support children with complex communication and swallowing needs. Jaime is currently a graduate assistant for Dr. Eric Sanders, assisting with research on various aspects of AAC.

AUTHOR BIOS CONT.

Haley Salmon is a first-year graduate student in the Speech-Language Pathology program at Moravian University. She completed her undergraduate degree at the University of Delaware, where she majored in Cognitive Science. Her specific clinical interests include working with both children and adults, with a particular focus on medical speech-language pathology in either the NICU or acute care settings.

Miriam George is a first-year graduate student at Moravian University. She completed her undergraduate education in Manipal University, India, earning a Bachelor's degree in Audiology and Speech-Language Pathology. Following graduation, she worked for a little over a year as a speech-language pathologist in a pediatric private practice, where she gained clinical experience assessing and treating children with a range of communication disorders. Her professional interests include both medical and pediatric speech-language pathology settings.

Emily Himmelreich is a first-year graduate student at Moravian University. She completed her undergraduate degree at James Madison University, where she majored in Communication Sciences and Disorders. Her clinical interests include pediatric speech and language disorders, pediatric feeding, and AAC. She has a strong interest in working within a school-based or private practice setting, with a focus on supporting children with speech and language disorders. Emily is currently involved in a research project at Lehigh University that is designed to help preschool children with language delays improve their language skills, while providing parents tools to support their child's development at home.

AUTHOR DISCLOSURES

Cailee- Financial disclosures: Employed by Moravian University Non-financial disclosures: SLPD student at Moravian University work.

Sage- Financial disclosures: Graduate assistant for Moravian University Non-financial disclosures: MS-SLP student at Moravian University, NSSLHA (Moravian chapter) Secretary

Jaime- Financial disclosures: Graduate assistant for Moravian University Non-financial disclosures: M.S-SLP student at Moravian University

Haley- Non-financial disclosures: MS-SLP student at Moravian University

Miriam- Non-financial disclosures: MS-SLP student at Moravian University

Emily- Financial disclosures: Parents Plus Language Coach Non-financial disclosures: MS-SLP student at Moravian University

POSTER PRESENTATION

LEAD FROM WITHIN: DEVELOPING CLINICAL CONFIDENCE IN STUDENT-RUN CLINIC



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**MARY BETH GORMAN, MADELEINE SPILLETTI,
MARISSA BOYER, AND ALEXA HOPPER**

Learning Objectives:

- Describe interprofessional student leadership roles in an academic clinic
- Describe the impact and importance of student leadership roles in clinical education
- Describe the outlook of clinical confidence and competence when transitioning from a student into a licensed professional



ABSTRACT

The Chester Community Clinic at Widener University is a student-run interprofessional collaboration of educational programs in Physical Therapy, Occupational Therapy, Clinical Psychology, Social Work, and, as of 2021, Speech-Language Pathology. The clinic was created to provide accessible healthcare services to uninsured and underinsured members of the Chester, PA community and surrounding areas. While clinical sessions are supervised by licensed and certified clinicians, the clinic is led by a Student Leadership Board representing students from across the programs. The Speech-Language Pathology cohort of the Student Leadership Board is responsible for several critical administrative duties, including daily client check-in and front desk management, maintenance of clinic inventory, routine client communication, maintenance of electronic health record system, facilitation of interprofessional communication, and maintaining mutually beneficial relationships with the Chester community. Participation in the Student Leadership Board has made a significant impact on student experience and professional development, including clinical confidence and competence when transitioning from a graduate student to a licensed professional in the field. This poster will describe the model of student leadership at Widener University's Chester Community Clinic, specifically the speech-language pathology program, in hopes of encouraging other university programs to adopt a similar framework. It will also describe the individual and shared roles and responsibilities of student leaders in speech-language pathology as well as their outlook on developing clinical confidence and their own professional identities.

AUTHOR BIOS

Mary Beth Gorman is a graduate student attending Widener University in the speech language pathology program.

Madeline is a graduate student attending Widener University in the speech language pathology program.

Marissa is a graduate student attending Widener University in the speech language pathology program.

Alexa is a graduate student attending Widener University in the speech language pathology program.

AUTHOR DISCLOSURES

Mary Beth Gorman is a graduate student enrolled at Widener University

Madeleine is a graduate student enrolled at Widener University

Marissa is a graduate student enrolled at Widener University

Alexa is a graduate student enrolled at Widener University

POSTER PRESENTATION INTERNATIONAL TELEPRACTICE TRAINING FOR SPEECH-LANGUAGE PATHOLOGY STUDENTS



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Introductory Level
.025 ASHA CEUs

**SARAH CANOBBIO B.S., GABRIELLE
MENUCHAK BS, POST-BAC CERT, KATY
BRIGGS B.S., AND MARY PAT MCCARTHY
D.ED., CCC-SLP**

Learning Objectives:

- Participants will identify at least three clinical skills developed by Speech-Language Pathology students through international telepractice with individuals with intellectual and developmental disabilities
- Participants will describe how working with English language learners with intellectual and developmental disabilities supports speech, language, and functional communication goals in a telepractice setting.
- Participants will demonstrate increased awareness of how international telepractice experiences enhance cultural responsiveness and preparedness for future clinical practice in Speech-Language Pathology.



ABSTRACT

This poster presentation introduces English For Us, an innovative international telepractice initiative developed through a collaboration between PennWest University (Pennsylvania, USA) and partner institutions in Spain. The program connects graduate Speech-Language Pathology (SLP) students with individuals with intellectual and developmental disabilities (IDD) who are learning English as a second language. Originally created during the COVID-19 pandemic to address the loss of in-person clinical placements, the program has evolved into a sustainable, high-impact educational model aligned with contemporary telepractice. Through synchronous online sessions, SLP students deliver structured English instruction while supporting speech, language, and functional communication goals for individuals with IDD. This integrated model allows students to apply clinical skills in articulation, expressive and receptive language, pragmatic communication, and language scaffolding within an authentic learning environment. Working across a language barrier further strengthens students' ability to simplify linguistic input, adapt interventions, and use multimodal supports—core competencies in speech-language intervention. The program is especially valuable for students in regions with limited access to cultural and linguistic diversity, providing international clinical exposure without physical travel. Participants develop competencies in telepractice delivery, cultural responsiveness, and digital clinical practice, while gaining insight into global educational systems and disability services. To date, more than 100 university students have participated, reporting high satisfaction, increased clinical confidence, and strong relevance to future professional practice. Faculty view English For Us as an innovative model that expands traditional SLP education through inclusive practice, international collaboration, and evidence-based telepractice.

AUTHOR BIOS

Sarah Canobbio, B.S. Sarah Canobbio is a graduate student in the Master of Science in Speech-Language Pathology program at PennWest Clarion.

She currently serves as a Graduate Assistant in the Department of Communication Sciences and Disorders, where she supports undergraduate instruction and clinical preparation activities. Sarah earned her bachelor's degree in Communication Sciences and Disorders from PennWest, Clarion.

Gabrielle Menuchak, BS, Post-Bac Cert Gabrielle is a current graduate student in the Speech-Language Pathology program at Penn West Clarion.

She is currently working as a Graduate Assistant in the Clinic for the Department of Communication Sciences and Disorders, where she assists documentation, research and clinical preparation activities. Gabrielle earned her bachelor's degree in Human Services from Waynesburg University and her Post-Bach Certificate in Communication Sciences and Disorders from PennWest Clarion.

Katy Briggs, B.S. Katy Briggs is a graduate student in the Master of Science in Speech-Language Pathology program at PennWest Clarion. She currently serves as a Graduate Assistant for the Supplemental Instruction and Tutoring Services program where she supports student learning and academic skill development. Katy earned her bachelor's degree in Communication Sciences and Disorders from PennWest Clarion.

Mary Pat McCarthy, D.Ed., CCC-SLP Mary Pat McCarthy is a Full Professor and Director of Clinical Education in Communication Sciences and Disorders at Clarion University. She is a specialist in clinical education pedagogy and has a long history of teaching Graduate courses in Speech and Language disorders in children and adults, and Multicultural issues in Communication Disorders. She has presented at both regional, state, national and international on topics pertaining to pedagogy, supervision, and child language. She has also served as the ethics coordinator/editor for the American Speech Language Hearing Association SID 11 Perspectives and the Pennsylvania Speech-Language Hearing Association VP of Publications.

AUTHOR DISCLOSURES

Sarah does not have any financial or non-financial relationships to disclose.

Gabrielle does not have any financial or non-financial relationships to disclose.

Katy does not have any financial or non-financial relationships to disclose.

Mary Pat does not have any financial or non-financial relationships to disclose.

POSTER PRESENTATION FROM CLASSROOM TO CAREER: NSSLHA'S ROLE IN UNDERGRADUATE CURRICULUM



ASHA CE
APPROVED PROVIDER

Pennsylvania
Speech-Language-Hearing
Association

Introductory Level
.025 ASHA CEUs

**ALLISON SAUSSER, MIA SCHULTZ, JULIA
ARCHER, SARAH MCKENNEY, KRISTINA
OLIYNYK, AND TIMOTHY HUANG CCC-SLP**

Learning Objectives:

- Explain the role of the National Student Speech Language Hearing Association's role in supporting undergraduate students professional development.
- Describe the gap between undergraduate course work in Communication Sciences and Disorders and real-world clinical practice expectations.
- Propose strategies for implementing mentorship programs and job shadowing opportunities through NSSLHA to assist students in their transition from undergraduate school to graduate school.



ABSTRACT

Undergraduate coursework in communication sciences and disorders (CSD) provides students with a solid foundation in speech, language, and hearing sciences. Even with strong academic preparation, many BA-level students experience difficulty connecting what they learn in the classroom to real-world clinical practice, which may affect their confidence and readiness for graduate level education. This poster examines how the National Student Speech-Language- Hearing Association (NSSLHA) helps bridge that gap. As the only national student organization recognized by the American Speech-Language- Hearing Association (ASHA), NSSLHA offers leadership, professional development, advocacy, and community outreach initiatives where students can build upon their traditional classroom instruction. This proposal explores the potential impact of developing mentorship and job shadowing programs within NSSLHA chapters to enhance experimental learning and deepen students understanding and confidence in pursuing a graduate education in Speech Language Pathology or Audiology.

AUTHOR BIOS

Allison Sausser is currently a senior at West Chester University majoring in Communication Sciences and Disorders. Allison has been a member of the WCU National Student Speech Language Hearing Association since 2022 and a national member since 2024. As a junior in her undergraduate studies, she was on the WCU NSSLHA executive board and served as the Secretary. Now as a senior, she is continuing her position on the executive board but is now serving as the Vice President. Allison is excited to continue her studies in graduate school and become a Speech Language Pathologist within the school setting.

Mia Schultz is a senior at West Chester University majoring in Communication Sciences and Disorders, with a minor in Linguistics. She has been a member of NSSLHA since her freshman year and holds the current position as secretary on the board. Mia is looking forward to continuing her education by achieving her Master's in Speech Language Pathology. She hopes to focus her professional career on helping children express themselves through working in a school-based or clinical setting.

Julia Archer is a senior undergraduate student in Communication Sciences and Disorders at West Chester University, with a minor in Deaf Studies. She serves as Treasurer of the National Student Speech-Language-Hearing Association (NSSLHA) and is a national NSSLHA member. She is passionate about continuing her education in graduate school. She looks forward to becoming a school-based speech-language pathologist, where she hopes to support children's communication, confidence, and success in the classroom.

Sarah McKenney is currently an undergraduate senior majoring in Communication Sciences and Disorders at West Chester University. She serves as the Historian of WCU's National Student Speech-Language-Hearing Association chapter and is a national NSSLHA member. Sarah is excited to continue her studies at West Chester's SLP graduate program, and she hopes to eventually work in gender affirming voice therapy.

AUTHOR BIOS CONT.

Kristina Oliynyk is a senior undergraduate student at West Chester University majoring in Communication Sciences and Disorders, with minors in Linguistics and Deaf Studies. She serves as President of the National Student Speech-Language-Hearing Association at West Chester University and has been an active member since her freshman year. Kristina plans to continue her education by pursuing a Master's degree in Speech-Language Pathology. She is passionate about supporting culturally and linguistically diverse child and adult populations.

Dr. Timothy Huang is an associate professor at West Chester University. His research focuses on autism, child language, and social communication. Within the CSD Department, he serves as the BA coordinator and NSSLHA advisor. Dr. Huang is a licensed Speech-Language Pathologist with experience across a wide array of school settings. He is a journalist by training, a foodie by curiosity, a science enthusiast by fascination, and a theater nerd by inclination.

AUTHOR DISCLOSURES

Allison Sausser serves as the Vice President of West Chester University's NSSLHA Chapter

Mia Schultz serves as the secretary for West Chester University's NSSLHA chapter.

Julia Archer serves as the treasurer for West Chester University's NSSLHA chapter.

Sarah McKenney serves as the historian for West Chester University's NSSLHA chapter.

Kristina Oliynyk serves as the president for West Chester University's NSSLHA chapter

Dr. Timothy Huang serves as the advisor for West Chester University's NSSLHA chapter.

POSTER PRESENTATION PERSPECTIVES OF SCHOOL LEADERSHIP ON THE SELECTION OF LITERACY CURRICULA



ASHA CE
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Pennsylvania
Speech-Language-Hearing
Association

Introductory Level
.025 ASHA CEUs

**RACHEL WEINTRAUB M.S. CCC-SLP AND
JESSICA CARON PH.D., CCC-SLP**

Learning Objectives:

- Learners will be able to recognize the role of school leaders and how they engage between the outer and inner context of the education system.
- Learners will be able to list the factors that influence the selection of a literacy curriculum.
- Learners will be able to summarize the barriers and facilitators to selecting a literacy curriculum for individuals with extensive support needs who use AAC.



ABSTRACT

All children deserve access to a free and appropriate education, including a literacy curriculum that is adaptable and meets the needs of learners with multiple disabilities and minimal verbal speech. To meet students' needs, teachers and service providers require support from school leaders, districts, and states. Service providers, such as speech-language pathologists, are integral parts of school teams and serve as the bridge between administration and related services. Many districts and schools have school leadership teams that provide input during curricular selection; however, little research details how literacy curricula are selected, adopted, and implemented in special education classrooms. While teachers and speech-language pathologists should be entrusted to meet students' needs during instruction, the implementation of curricula should be an iterative process in which educators and related service providers can provide feedback to curriculum leadership personnel and collaborate to ensure instruction's effectiveness. This study aims to understand how school administrators and department heads in public or private school districts select literacy curricula for teaching phonics to students with multiple disabilities who use AAC to communicate. The Consolidated Framework for Implementation Research (CFIR) guides this qualitative study in capturing the barriers and facilitators experienced by school leaders in the education system as they work to achieve successful implementation.

AUTHOR BIOS

Rachel is a doctoral student at Penn State University. Rachel's research focuses on improving literacy outcomes for individuals who use augmentative and alternative communication (AAC). She is especially interested in bridging the gap between research and clinical practice, with a focus on community outreach, professional training for educational staff, and collaborating with school teams to implement evidence-based literacy instruction.

Dr. Caron is the principal investigator on a National Institutes of Health (NIH) funded grant examining the implementation of an adapted phonics curriculum for children who use AAC. Her research is focused on improving early literacy outcomes for learners who use AAC. Dr. Caron's research lab focuses on investigating educational system change, high-fidelity implementation, the effectiveness of literacy instruction, and implementation variables that affect evidence-based literacy practices for learners who use AAC.

AUTHOR DISCLOSURES

This poster is funded by NIH NIDCD funding.

POSTER PRESENTATION

AAC ADAPTED PHONICS

INSTRUCTION: INSIGHTS FROM A LARGE-SCALE STUDY



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Speech-Language-Hearing
Association

Introductory Level
.025 ASHA CEUs

JESSICA CARON PH.D. CCC-SLP
AND SALENA BABB PH.D.

Learning Objectives:

- Identify six important phonics skills and how these skills can be grouped together within a 30-minute phonics lesson with individuals who use AAC
- Discuss three clinical implications from the large-scale RCT and ways that daily literacy instruction can be changed based on these findings
- Discuss two ways schools teams can begin to adopt and sustain a phonics-based literacy program for AAC users



ABSTRACT

Individuals who use AAC are often excluded from learning phonological approaches to literacy; most literacy approaches require verbal production of speech sounds—which is particularly difficult for individuals who use AAC. Common literacy curriculums that are adopted by schools cannot be used without time-intensive retrofitting and adaptations. To this end, the current research team was interested in investigating a packaged intervention (ALLSTAR; Accessible Literacy Learning [application] with Scripted Teaching and Alternative Response methods) that aligns with Science of Reading pillars and includes materials created for individuals who use AAC. This study used a randomized control trial (RCT) design. Our primary aim of the RCT was to assess the effectiveness of ALLSTAR on six early literacy skills for children ages 5-12 who have intellectual and developmental disabilities and use or would benefit from AAC. The participants included 42 individuals who use AAC, who are not yet reading constant-vowel-constant words. The treatment group (N=21) received daily instruction using ALLSTAR for 30-mins. The control group (N=21) received 30-min. lessons in sight-word instruction using the ALL technology. Our findings with ALLSTAR (N=42) resulted in a +46% gain (N=21) on a pre-post literacy assessment for the intervention group that received phonics instruction with ALLSTAR after school teams implemented 100 lessons. In contrast, the control group (N=21) who received no phonics instruction demonstrated very little literacy gains (i.e., 11%). The development of an effective and adoptable literacy intervention for children who use AAC, that fully maximizes outcomes, is essential for both future research and clinical practice. This project advances understanding of the science related to literacy instruction for the most complex learners and provides a new intervention paradigm for AAC users.

AUTHOR BIOS

Jessica Caron is an Associate Professor at Penn State University. Dr. Caron's work is focused on improving early literacy outcomes for learners who use AAC. Specifically, her research is focused on educational system change, high fidelity implementation by providers, and implementation variables that impact evidence-based literacy practices in the educational setting for learners with the most complex needs.

Salena Babb holds a Ph.D. in Special Education from Penn State University. Dr. Babb is currently the Project Coordinator for the AAC and Literacy Lab at Penn State. Her research is focused on educational system change, high fidelity implementation by providers, and implementation variables that impact evidence-based literacy practices in the educational setting for learners with the most complex needs.

AUTHOR DISCLOSURES

This poster is funded by NIH NIDCD funding.



POSTER PRESENTATION

FBR: A PILOT SHARED BOOK ROUTINE FRAMEWORK FOR AGES 0–3



ASHA CE
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Pennsylvania
Speech-Language-Hearing
Association

Introductory Level
.025 ASHA CEUs

BRIE GLOVER M.A CCC-SLP

Learning Objectives:

- Participants will identify key relational and attentional mechanisms in infant–toddler shared book interactions that support early language development.
- Participants will describe the components of the FBR pilot framework and its application within early intervention settings for children ages 0–3.
- Participants will explain how research on shared book reading applies specifically to children ages 0–3 in early intervention.



ABSTRACT

Shared book reading has long been recognized as a context for supporting early language development. While meta-analytic findings demonstrate small but statistically significant effects across language outcomes in children ages 0–7, effect sizes are influenced by study design and dosage, and sustained effects remain unclear. At the same time, infant- and toddler-specific research highlights relational mechanisms embedded within interactive book-sharing, including joint attention, contingent responsiveness, gaze-following, pointing, emotional attunement, and enriched multisensory language input.

These processes are strongly associated with early vocabulary growth and communicative development. The Familiar Book Routine™ (FBR) is a pilot, evidence-informed caregiver coaching framework designed for children ages 0–3 in early intervention settings. Emerging from decades of clinical practice in community-based early intervention, FBR integrates principles drawn from well-established early language and developmental approaches (e.g., Hanen, Milieu Teaching, DIR/Floortime), organizing familiar responsive strategies within a predictable shared book routine. Grounded in the belief that books are accessible, natural-environment tools available to families across socioeconomic contexts, FBR operationalizes small, intentional interactional shifts (“micro-moves”) that support caregiver confidence and child engagement. This presentation will describe the theoretical foundations of FBR, outline its structured relational and language-facilitation framework and discuss implications for early intervention practice and future research in the 0–3 population.

AUTHOR BIOS

Brie Glover, MA, CCC-SLP, is a speech-language pathologist with over 20 years of experience in early intervention. She is the CEO of Village Care Family Services, a Philadelphia-based organization serving children and families from birth to school age for over 30 years. Brie serves as Co-Chair of the Pennsylvania Speech-Language-Hearing Association's Early Intervention Committee and was recently published in The ASHA Leader. Her work emphasizes family-centered coaching and caregiver empowerment.

AUTHOR DISCLOSURES

Brie Glover has no relevant financial relationships to disclose.

POSTER PRESENTATION SIMULTANEOUS READING AND SPELLING INSTRUCTION FOR AUTISTIC AAC USERS



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Speech-Language-Hearing
Association

Introductory Level
.025 ASHA CEUs

**CAYLA SOLIS M.S., CCC-SLP, JESSICA CARON
P.H.D., CCC-SLP, RACHEL WEINTRAUB M.S.,
CCC-SLP, SARAH MENTOS B.S., TRINA LORD
B.S., AND LEAH DAUKSHUS**

Learning Objectives:

- Identify at least two instructional components of simultaneous decoding and encoding instruction that can be implemented with AAC users to support word reading and spelling.
- Apply findings from the study to select or adapt one evidence-based literacy practice for use with autistic learners who use AAC in educational or clinical settings.
- Describe how AAC systems can be used as an access method for both decoding and encoding during literacy instruction.



ABSTRACT

According to the Centers for Disease Control and Prevention (CDC, 2023), approximately 26.7% of children diagnosed with autism spectrum disorder (ASD) are classified as having profound autism, a designation that includes individuals who are minimally speaking or nonspeaking. Many of these children rely on augmentative and alternative communication (AAC) systems, such as speech-generating devices, communication boards, and AAC applications, to communicate and participate in daily life (Beukelman & Mirenda, 2013). Despite their communication needs, children with ASD who use AAC continue to face persistent barriers to literacy development, largely due to limited access to evidence-based reading and spelling instruction. Historically, AAC users have been taught sight words in isolation rather than phonics-based decoding and encoding skills, restricting their ability to read unfamiliar words and spell independently (Light & McNaughton, 2013). In contrast, research suggests that when decoding and encoding are taught simultaneously, learners develop stronger connections between reading and spelling, supporting orthographic learning and written communication (Sermier Dessemontet et al., 2021). Literacy extends beyond academic achievement; it serves as a critical pathway to participation in education, employment, healthcare, social relationships, and community life (Light & McNaughton, 2020). By integrating decoding and encoding instruction, this study aims to strengthen foundational literacy skills and support more independent reading, writing, and communication for children with ASD and complex communication needs. Literacy is a fundamental human right that enables individuals to communicate autonomously and fully participate in society (UNESCO, 2006).

AUTHOR BIOS

Cayla Solis's primary research goal is to improve literacy outcomes and the quality of life for individuals with who use or need Augmentative and Alternative Communication. She aims to translate research findings into effective strategies that increase explicit literacy instruction for children who use or need AAC by exploring evidence-based literacy instruction and methods.

Jessica Caron, PhD, CCC-SLP, is an Associate Professor in the Department of Communication Sciences and Disorders at The Pennsylvania State University. Her research focuses on improving literacy, language, and communication outcomes for individuals who use or need augmentative and alternative communication (AAC), with particular emphasis on explicit instruction, reading and writing development, and implementation of evidence-based practices in educational settings. Dr. Caron directs research examining accessible literacy instruction and professional training models to support appropriate literacy access for individuals who use AAC.

Rachel Weintraub, M.S. CCC-SLP, is a speech-language pathologist and researcher whose work focuses on augmentative and alternative communication (AAC) and supporting individuals with complex communication needs across educational and clinical settings. Her professional interests include evidence-based AAC intervention, supporting families of AAC users, and improving access to communication for minimally speaking individuals.

Sarah Mento is a current master's student in Communication Sciences and Disorders at The Pennsylvania State University and is a recipient of the AAC Leadership Grant program, where she is developing expertise in supporting individuals who use augmentative and alternative communication across educational and clinical settings.

AUTHOR BIOS CONT.

Trina Lord is a master's student in Communication Sciences and Disorders at The Pennsylvania State University. She holds a Bachelor of Science in Communication Sciences and Disorders from Penn State and is a recipient of the AAC Leadership Grant program, where she is developing expertise in supporting individuals who use augmentative and alternative communication across educational and clinical settings.

Leah is a current undergraduate student at PSU in the Communication Sciences and Disorders department is a part of the Schreyer's Honor College. She is currently working with Dr. Jessica Caron to complete her undergraduate Thesis.

AUTHOR DISCLOSURES

Cayla Solis received funding for this project from the OAR grant (#2025G05).

Jessica receives a salary from The Pennsylvania State University, the author does not disclose any Non-Financial disclosures.

Rachel has no relevant financial relationships to disclose.

Sarah Mentos is a member of the Project ACTION AAC Grant from PSU (Grant #H325).

Trina Lord is a member of the Project ACTION AAC Grant from PSU (Grant #H325).

Leah has no relevant financial relationships to disclose.

POSTER PRESENTATION RECOMMENDATIONS FOR CULTURALLY-RESPONSIVE COLLABORATION IN SCHOOL SETTINGS



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Association

Introductory Level
.025 ASHA CEUs

IMANI EVANS PHD CCC-SLP

Learning Objectives:

- Describe why it is necessary to integrate cultural responsiveness within collaboration on school-based teams.
- Identify ways to implement and improve culturally-responsive practices within SLP preparation, practice, and policy.
- Discuss how cultural responsiveness is relevant to their work, teams, and school community.



ABSTRACT

School-based speech-language pathologists (SLPs) are essential members of collaborative educational teams serving an increasingly diverse student population. Without explicit attention to identity, culture, and equity within collaborative exchanges, school teams risk perpetuating disparities in special education access and outcomes for students from culturally and linguistically diverse backgrounds. SLPs' culturally responsive practices are shaped by their personal and professional identities as well as the sociocultural contexts of their schools. This poster draws on the findings of a qualitative study examining how Black or African American (AA) school-based SLPs experience and navigate collaborative practice on teams in schools to share recommendations for improving cultural responsiveness within collaborative practice. This poster will present actionable recommendations across three levels: (1) master's level preparation programs, (2) in-service school-based teams, and (3) policy and systems. Recommendations for graduate preparation will include embedding critical self-reflection, content on culturally and linguistically responsive assessment and intervention, and structured interprofessional collaboration experiences across coursework, as well as mentorship models that support pathways for students from historically underrepresented backgrounds. Recommendations for in-service teams will focus on ongoing professional learning on bias and power, brave and critical conversations, and fostering shared responsibility for equity. Policy-level recommendations will address recruitment and retention of diverse SLPs, equitable workload, and institutional accountability for culturally responsive service delivery. By centering the perspectives of Black and AA school-based SLPs, this presentation offers research-informed, practitioner-oriented guidance to strengthen collaborative practice and advance equity in schools.

AUTHOR BIOS

Imani Evans is an assistant professor in the Department of Speech-Language Pathology at Thomas Jefferson University. Her clinical background includes working with pediatric populations across school-based, early intervention, and outpatient settings. Her research focuses on improving collaborative school-based practice, including exploring how personal and professional identities shape how individuals work together and how to increase culturally responsive practice within collaboration. Dr. Evans' scholarly work also includes culturally-responsive practices for CLD populations, early intervention and early childhood special education systems, and recruiting and retaining SLPs from historically underrepresented backgrounds.

AUTHOR DISCLOSURES

Dr. Evans receives a salary from Thomas Jefferson University, and received funds for travel from ASHA's AARC award program.

POSTER PRESENTATION

THE RELATIONSHIP BETWEEN TRAINING & PERCEIVED LANGUAGE SKILLS FOR AAC USERS



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Association

Introductory Level
.025 ASHA CEUs

KRISTIN ELLIS M.S. CCC-SLP

Learning Objectives:

- Recognize the role of AAC systems in supporting language development and social communication for individuals with speech or language challenges.
- Analyze the relationship between AAC training for educators and the frequency and effectiveness of AAC implementation in classroom settings.
- Identify best practices and challenges in AAC-related professional development, including potential limitations in training delivery and educator experience.



ABSTRACT

This study investigates the relationship between the amount of AAC training received by educational staff and their perceptions of students' language skills development. The research was conducted using a convenience sample of ten professionals from a private school, including classroom teachers, instructional assistants, behavior specialists, and a speech-language pathologist. Participants completed a survey measuring their AAC training hours, years of professional experience, and observed language outcomes in students using AAC. Results from chi-square analyses revealed two statistically significant findings. First, there was a strong association between AAC training hours and the frequency of AAC use in classrooms. Second, years of professional experience also significantly correlated with AAC implementation frequency.

Educators who had received between 4–7 hours of training demonstrated the highest use of AAC, though this trend plateaued among those with 8+ hours, suggesting that training beyond a certain threshold may not lead to increased application unless accompanied by practical coaching or individualized support. The findings reinforce the idea that AAC training positively impacts educators' ability to support language development in AAC users.

The study highlights the importance of ongoing professional development and suggests that after foundational AAC knowledge is acquired, coaching-based models may be more effective than traditional training alone. However, limitations—such as the small sample size, role imbalance among participants, and potential bias due to professional familiarity—should be considered when interpreting results. Overall, the findings support the critical need for structured and sustained AAC training for educators. By equipping professionals with effective tools and strategies, we can foster meaningful communication outcomes and promote greater inclusion and participation for AAC users in educational environments.

AUTHOR BIOS

Kristin received her Bachelor's and Master's Degrees from East Stroudsburg University of Pennsylvania and is currently working towards her Doctoral Degree in Educational Leadership & Administration. Kristin has worked in a variety of public, charter, and approved private schools for varying diagnoses. Additionally, Kristin has worked in a variety of healthcare settings including outpatient clinics, skilled nursing facilities, and home health. Kristin is currently employed with Behavioral Health Associates (BHA) as a full-time Speech Language Pathologist and Augmentative & Alternative Communication Specialist for all of the BHA programs and facilitates parent and staff training opportunities. Kristin opened her private practice, Time 2 Talk Therapy Services, LLC that specializes in AAC in July 2020. Kristin is the developer of the Everyone Deserves a Voice AAC Summer Camp which is an alternative Extended School Year (ESY) program that focuses on building the functional communication skills of attendees who utilize AAC devices. Kristin presents locally, nationally, and internationally on various topics related to AAC for parents and professionals.

AUTHOR DISCLOSURES

Financial: Full-time Speech Language Pathologist & Augmentative and Alternative Communication Specialist with Behavioral Health Associates. Owner of Time 2 Talk Therapy Services, LLC private practice. Organizer and developer of the Everyone Deserves a Voice AAC Summer Camp. Non-Financial Disclosures: Member of ASHA, USSAAC, ISAAC, and the NIKA Project.

POSTER PRESENTATION

ACCESS TO LIVE MUSIC EVENTS AND IMPACT ON SOCIAL INCLUSION AND WELL-BEING



ASHA CE
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Association

Introductory Level

.025 ASHA CEUs

**ASHLEY KRIEGER MS CCC-SLP
AND CARRIE CORBY LCSW**

Learning Objectives:

- At the conclusion of the poster, learners will be able to identify key barriers that impact access to live music events.
- At the conclusion of the poster, learners will be able to measure how access to live music correlates to inclusion and well being.
- At the conclusion of the poster, learners will be able to describe SLP's role in supporting inclusion and social connection at live music events.



ABSTRACT

While access to live music events is associated with positive wellbeing and social inclusion outcomes, individuals with disabilities continue to experience barriers that restrict participation. This pilot project seeks to examine those barriers experienced by an individual (n=1) and measure associated outcomes on wellbeing and social inclusion. Drawing on an interdisciplinary review of literature from disability studies, music psychology, and social inclusion theory, this project explores how live music environments can enhance social connectedness and a sense of belonging. Speech Language Pathologists (SLP's) are integral to the clinical assessment of communication and implementation of interventions designed to enhance social inclusion. SLPs bridge communication gaps, enabling individuals to participate fully, form relationships, and maintain bonds which are core components of social connection and inclusion. A survey was delivered electronically to n=1 to gain information regarding environment accessibility and social supports needed to navigate live music events. Survey questions were aimed to identify participation barriers, measure well-being impact, and identify potential interventions. The findings of this pilot project suggest that access to live music events positively influences holistic wellbeing. Further research with a larger sample is warranted to confirm these effects. Speech-language pathologists can contribute to live music inclusion by providing communication supports—such as clear signage, accessible information delivery, and strategies to facilitate social interaction—thereby enhancing functional participation and engagement for individuals with diverse abilities.

AUTHOR BIOS

Ashley Krieger became interested in the field of speech-language-pathology when exploring careers tied to working with individuals with disabilities. During graduate school, she gained exposure to the role of speech-language pathologists in the pediatric medical setting. This became her area of clinical interest and after completing her clinical fellowship she worked at UPMC Children's Hospital of Pittsburgh. Throughout her 15 years in that position, Krieger supervised many graduate students and developed a passion for clinical teaching. She pivoted into higher education to support students who are excited about the field of Speech Pathology. At the University of Pittsburgh, she assists the graduate program through various responsibilities surrounding clinical education. She enjoys working with the students as they progress through their clinic experiences and looks forward to celebrating their successes at graduation.

Carrie Corby, LCSW, is a Licensed Clinical Social Worker providing psychotherapy in Central New York. She specializes in working with children, adolescents, and families, with a focus on emotional regulation, resilience, and strengths-based, person-centered care. With over a decade of clinical experience, her work is grounded in ethical practice, collaboration, and a commitment to supporting both client growth and professional mentorship within the social work field.

AUTHOR DISCLOSURES

Financial: Salary from University of Pittsburgh. Non Financial: I wish to disclose that my interest in this research area is both professional and personal. My clinical background and interests align closely with the objectives of this project, and I am committed to contributing with integrity and objectivity. Additionally, my personal experiences have shaped my curiosity and motivation to explore this topic in depth. While these experiences inform my perspective, I will ensure that all research activities, analyses, and interpretations are conducted in accordance with established ethical standards, free from undue bias or influence.

I wish to disclose that my interest in this research area is both professional and personal. My clinical background and interests align closely with the objectives of this project, and I am committed to contributing with integrity and objectivity. Additionally, my personal experiences have shaped my curiosity and motivation to explore this topic in depth. While these experiences inform my perspective, I will ensure that all research activities, analyses, and interpretations are conducted in accordance with established ethical standards, free from undue bias or influence.