

Communication Sciences and Disorders

2018 Undergraduate Research Symposium

California State University, Sacramento

Thursday, May 8th, 2018 - Union, Orchard Suite

Poster Session A: 1:30-3:00pm – CSAD 148-01 – Supervising Faculty: Dr. Tonia Davis

Reading to young children: A comparison study of low income monolingual and multilingual parents

Laura Amrhein, Brittany Hernandez, Geornest Pamelar, Zoe St. John, Mariana Demyanik

Multilingualism and its advantage in verbal memory: Measuring multilingual and monolingual recall in an unfamiliar language

Sonam Babu, Kelsey Hanley, Brooke Hyske, Karina Macias, Kaitlin Spraktes

Level of education and knowledge of speech-language pathologists and audiologists

Sadie K. Aikins, Shayla Martin, Ayanna McBride, Nancy Frisk, Courtney Greenawalt

Hours of sleep and academic achievement

Anmol Bajwa, Krizelle DeGuzman, Carmen Nguyen, Sandra Talavera, Kaitlynn Wallace

Effects of commute on stress and GPA in college students

Kelsey Bartels, Prabjot Kaur, Priya Momi, Ashley Nguyen, Hannah Shelton

Native English speakers versus non-native English speakers: A comparison study

Yadira Castillo, Valeriya Fedorova, Kharen Jotojot, Becky Olson & Shristi Prasad

Commuter miles and GPA for speech pathology undergraduates

Lyndsay Bambach, Chelsey Delacruz, Angelica Jacquez, Chanda Noynola, Lauren Yagi

Correlation between study habits and GPA in undergraduate CSAD students

Vanessa Arzate, Breanne Christensen, Cindy Huynh, Icelisia Tolbert, Jazmin Quintero

Awareness and exposure in a field in relation to student choice of major

Kennedi Ashton, Elena Mendoza, Gabriela Sanchez, Rebecca Snyder, Mackenzie Zoller

Concussion knowledge & college athlete status

Kyle Aguirre, Londyn Edwards, Serena Gin, Michelle Lujano, and Catlin Soliwoda

Leisure time and CSAD GPA

Jamie Dudley, Laura Hernandez, Shelbeer Kaur, Jazmin Morales and Jason Sek

Awareness of speech-language pathologists and audiologists

Barbara A. Curtis, Savannah R. Tapia, Eryca A. Simpson, Katelyn Britton, Alexa R. Vahlstrom

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Poster Session B: 3:15-4:45pm – CSAD 148-002 – Supervising Faculty: Dr. Tonia Davis

Evaluating job satisfaction among speech-language pathologists: Featuring caseload size, work setting, and client population

Laura Anthony, Sarah Cruz, Jessica Montiel, Ana Moreno, Kelsey Pipkins, Adriana Zarate

Knowledge and perception of individualized education programs among multiple subject teaching credential candidates and communication science and disorders graduate clinicians

Alina Anchondo, Madelyn Couture, Rita Flores, Emma Fox, Pontceana Lee, Gabriella Romano

Does SLPA experience increase CSAD graduate students' preparedness and adaptiveness?

Yvonne Flores, Erica Moreno, Synclaire Reyes, Breanna Rossman, Avneet Sandhu, Natalia Yevtukh

Confidence levels of students who applied to graduate school

Andrea Cortez, Samantha Maheu, Jessica Newman, Kiley Thompson, Marissa Dorado

Evaluating anxiety and GPA within the field of communication sciences and disorders

Dannmille Baquir, Melissa Castillo, Alesya Leshchinskaya, Sandra Perez, Desiree Provost

Networking/Community outreach and academic support among monolingual and multilingual students

Araceli Ordaz, Rebecca Randolph, Ivy Reich, Riya Thin, Brooke Williams

Caffeine and stress in college students

Alejandra Alvarez, Leslie Feldmeir, Erica Flores, Cesar Lazaro, Melissa Westergaard

CSAD undergraduate student preparedness in working with the ASD population

Maryna Biletsky, Kathy Pulido, Erika Flores, Diana Juarez-Ortega, Tatyana Kostyuk

Assessing CSAD undergraduates' knowledge of transgender terminology

Jasmine Carino, Lauren Marino, Tyra Morton, Valentina Portela, Daisy Soriano

Self-reported motivation levels of CSAD students and the effects of motivational speaking videos

Emily Neis, Ashlyn Ellis, Amanique Birk, Analicia Montoya, Estrella Aman

The amount of sleep and stress you have and its effect on academic success

Brittany Luckett, Denise Millan, Gladiana Avila, Kylie Harvey, Gabriela Rodriguez, Jennifer Hatcher

Monolingual and multilingual effects on social skills

Elizabeth Garcia-Garfias, Kayla Hammitt, Lauren Nunez, Andrew Slakey, Stephanie Torres, Tracy Vasquez Gressi

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Thursday, May 8th, 2018 - Union, Orchard Suite

Poster Session C: 5:00-6:30pm – CSAD 148-03 - Supervising Faculty: Dr. Heather Thompson

Perceptions of communication sciences and disorders seniors regarding challenges of caregivers of individuals with neurogenic communication disorders and knowledge of available resources

Rudy Garay, Miranda McCoy, Monique Morales, Sean Stevens

University student's knowledge of noise-induced hearing loss and student willingness to prevent potential hearing loss

Gabriela Buckhalter, Amy Cordiale, Mouagoleah Her, Jimmy Pen, Savannah Pena

California speech-language pathologists' perceptions on teletherapy for school-aged children compared to traditional face-to-face therapy

Gabriela Zepeda, Emily Harper, Daniela Diaz, Mayra Meija, Shyanne Benjamin

How did we get here? A correlational study on speech language pathology and audiology student's prior exposure to the field and the influence it had on their choice of major.

Marisol Becerra, Kris Obligar, Ji Ah Ryu, Savannah Silva, Megan Stoney

Study materials preferences: a comparison between students enrolled in the English language institute and students at Sacramento State University

Julia Stone, Kirsti Belt, Tessa Ngo, Stacey Garcia, Thuy Nguyen

Awareness and knowledge of autism spectrum disorder: generational differences at California State University, Sacramento

Cierra Bertsch, Nicole Colaw, Irene Katkanova, Aya Khalil, Anali Prado

Student perceptions of factors related to hearing instrumentation

Allie Abreu, Brian Tran, Jamin Maldonado

The effective utilization of academic resources provided by universities: The correlation between biological sex, transfer status and academic success

Serena Baldry, Nicole Snashall, Jessica Moreno, Jennifer Zuniga, Kenedi Barkley

Perceived preparedness of undergraduate communication sciences and disorders seniors at California State University, Sacramento

Shelby Trevino, Lien Huynh, Joseph Adair, Bayan Abed, Yasmin Carrillo

A Comparison of CSAD undergraduate experiences & faculty expectations for advanced degree attainment

Ashley R. Stone, Rebecca Meister, Bernice Norman, Aisha Mohammadi



**Communication Sciences and Disorders
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Tuesday, May 7th, 2019 – Folsom Hall Second Floor

Poster Session A: 3:00-4:30pm – CSAD 148-01 – Supervising Faculty: Dr. Heather Thompson

Vocal Behaviors of K-6 Grade Teachers and Non-Teaching Control Group

Anelica Cruz, Ashley Garner, Tess Paxton, Ashlend Rodriguez, Taylor Sutton

An Evaluation of Clinicians Comfort and Perceived Competence Level of Working with Clients from a Multicultural Background

Aisha Mohammadi, Kimera Lewis, Marissa Parker, Kayla Danner, Destiny Harris, Diana Muzichuk

How Have the Career Paths for Undergraduate CSAD Senior Cohorts Evolved?

Su Mee La Vang, Andrea Platt, Sara Amani, Valeria Torres, Megan Wilbourn

CSUS CSAD Graduate Students' Perceptions and Attitudes About Serving Mental Health Needs of Clients: A Descriptive Study

Ashley Bury, Amrin Dosanjh, Megan Dulay, Iliana Garcia, Jessica Sanchez

Undergraduate Behaviors and Knowledge of Noise Exposure with Usage of Personal Listening Devices

Katrina Hess, Alondra Castillo, Brenda Cortes, Alexandria Faeh, Kelsi Prosser

Electronic Book, Print Book, and Traditional Preschool Instruction for Facilitating Vocabulary Acquisition in Preschool Children

Chrisyl Jaison, Kate Gonzalez, Kelsey Jang, Megan Thomas, Tatyana Ablemitov

Quality of Life Among CSUS Students with Hearing Loss

Kyle Arce-Ignacio, Yasmine Campos, Miranda Ermitano, Alex Niiyama, Tei'a Pueliu

Multilingual and Monolingual First Generation Students: Analyzing Obstacles Faced Due to Language and Cultural Differences

Eneida Bustos, Anastasia Kharkina, Faith Perano, Lorena Pereda, Abigail Soler

Direct and Indirect Personal Factors Influencing Major Choice Among Communication Sciences and Disorders Students at Sacramento State

Heather Black, Nikou Shahabi, Priscilla Martinez, Kaitlyn Poutre, Alahnna Evans



**Communication Sciences and Disorders
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Tuesday, May 7th, 2019 – Folsom Hall Second Floor

Poster Session B: 4:30-6:00pm – CSAD 148-02 – Supervising Faculty: Dr. Tonia Davis

Guardian Age and Child Weekly Screen Time

Zain Abbas, Yazmin Cortes, Kirstin FitzGerald, Ashley Lescher, Lauryn Owen

Language and Generational Status and Plans to Seek Graduate Education

Marisa Dix, Quinn Dudley, Robin Duong, Jordan Girola, Ciera Mertens

Foreign-Born Parents and Successive Generations Speaking their Native Language to their Children

Lisa Blacconiere, Katherine Estrella, Mayra Pimentel, Casey Smith, Laura Yang

Evaluating Student's Perceptions of Safety Across Genders at Sacramento State

Jacqueline Burton, Andrea Crozier, Elaina Keth, Hannah Maglinte, Monika Vasquez

Typed versus Handwritten Notes: A Comparison of Effects on Test Taking

Haleigh Skarke, Jerrico Lopez, Maria Toro, Dominique Elayda, Alondra Ambriz

Student Perception of Campus Safety: Comparing the Main Campus and Folsom Hall at Sacramento State

Julia Avramenko, Victoria Porras, Emily Rexroth, Ximena Romero, Hannah Thompson

Comparing and Correlating Monolingual and Multilingual Mothers Singing to Reading to Children

Allison Vine, Alyssa Hammit, Brooke Mathis, Megan Hill, Natalie Allred

Usage of Instagram and Online Purchases

Valeria Arellano, Vinney Ho, Kathleen Leano, Marina Saldivar, Macdaly Ayon

Evaluating the Use of Interprofessional Practice Among Health Care Professionals

Kelly Melahn, Claudia Phene, Maram Abed, Anna Wareckiy, Choua Thao

Reading Mediums: How Reading on a Computer Screen Affects Reading Comprehension

Riley Affonso, Alondra Contreras, Zoe Duensing, Kianna Edge, Lina Yin

Adolescents and Adults with ASD: Knowledge vs. Exposure

Hannah Downing, Malani Margan, Breanna Null, Cecilia Sanchez, Simone Smith

Perception of Multilingualism Between Monolinguals and Multilinguals

Briana Vargas, Elizabeth Flores, Talia Glenn, Stephani Paquini, Rose Pica

Student Awareness and Usage of Sacramento State's On-Campus Free Health Services

Kris Mondani, Marie Dalman, Casey Edwards, Carolina Garcia, Ivonne Vega

Reading to Children: Single-Parent vs. Two-Parent Households

Sheenal Raj, Apryl Sullivan, Sandra Soto, Amanda Her, Kristin Bond



**Communication Sciences and Disorders
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Tuesday, May 7th, 2019 – Folsom Hall Second Floor

Poster Session C: 6:00-7:30pm – CSAD 148-03 – Supervising Faculty: Dr. Tonia Davis

Evaluating Level of Directness in College Students: Multicultural vs. Mainstream Backgrounds

Karla Argumosa, Ciara Bowman, Pamela Phillippe, Rabinna Taloy, Angela Soto

Access to Reading Material in Spanish/English Bilingual and Spanish Monolingual Homes

Gloria Gonzalez, Caeli Hall, Sedny Menendez, Ravneet Pooni, Evelina Radomsky

Student Perception of Emotional Support Dogs: Place of Residence and Pre-existing Conditions

Lauren Cooper, Hailey Elias, Nancy Sandoval, Olivia Tarver, Vanessa Ureno

Comparison Study on Note-Taking Styles and Academic Achievement

Alexus Yang, Haley Korsmo, Carina Correa, Lauren Hanel, Roquia Anwar

The Correlation Between Housing Security and Completion of Coursework

Paulette Balesteri, Krysta Brown, Katie Avila, Mataya Oakes, Viktoriya Velychko

Hearing Health Practice in the Health Field

Sarena Foreman, Anna Listmann, Paulina Rak, Monserrat Vera Rumbo, Victoria Veneman

Comparative Knowledge of Autism and Social Anxiety in CSAD and Psychology Majors

Maleah Cherry, Tatiana Sluus, Jeanette Martinez, Rebecca Rice, Melanie Nazareno

Campus Safety Rates of Women Compared to Men

Karina Velazquez, Stephanie Fernandez, Stephanie Delarosa, Gurshabd Khalsa, Caroline Steele

Hearing Preservation Between CSAD and Non-CSAD Students

Dale Christian Medina, Cristal Nunez Rodriguez, Yvette Michelle Ibarra, Chelsea Bicomong

Ratings of Intelligibility and Likability of Fluent and Nonfluent Speakers By Undergraduate Students

Analisa Davis, Jenae Howard, Anastasiya Kiriya, Alyssa Mills, Lauren Milton

Audiologic Knowledge and its Relation to Hearing Conservation Behaviors Across Majors

Alison Schuyler, Alyssa Moore, Juan Vasquez, Mireya Villagomez, Lauren Winters

Early Literacy Exposure: Featuring Monolingual and Bilingual Children

Ian Felsoci, Porscha Moua, Enedina Murillo, Patricia Padilla, Tiana Spano

Knowledge and Potential Barriers of College Students Utilizing the Disability Department

Liz Ruiz, DeAnna Cook, Marissa Lopez, Sabrina Shehadeh

COMMUNICATION SCIENCES AND DISORDERS

DEVELOPMENTAL BROWN BAG

PRESENTS

Alison Schuyler

CSAD Undergraduate

California State University – Sacramento

**“Effects of Extended Hospitalization
On Language Development”**

DATE: November 6, 2018

TIME: 1:00-1:50pm

LOCATION: Folsom Hall 1048

Faculty Moderator: Tonia Davis, Ph.D, CCC-SLP

Fall 2018 Brown Bag Leadership Team: Kristin Bond, Quinn Dudley, Carolina Garcia,
Chrisyl Jaison, Anastasiya Kiriya, Lauryn Owen, Alison Schuyler, Victoria Veneman,
Laura Yang



COMMUNICATION SCIENCES AND DISORDERS

DEVELOPMENTAL BROWN BAG

PRESENTS

Laura Yang
CSAD Undergraduate Student
California State University – Sacramento

“Toddlers and Technology”

DATE: September 18, 2018
TIME: 1:00-1:50pm
LOCATION: Folsom Hall 1048

Faculty Moderator: Tonia Davis, Ph.D, CCC-SLP

Fall 2018 Brown Bag Development Team: Kristin Bond, Quinn Dudley, Carolina Garcia,
Chrisyl Jaison, Anastasiya Kiriya, Lauryn Owen, Alison Schuyler, Victoria Veneman,
Laura Yang





Accessibility of Reading Materials Among Spanish Monolingual and Spanish/English Multilingual Speakers

Brittany Hernandez, B.S., SLP-A & Tonia N. Davis, PhD, CCC-SLP
California State University, Sacramento, CA

INTRODUCTION

Shared storybook reading is an evidence-based tool to improve literacy outcomes when implemented by parents as well as professionals (Korat, Segal-Drori, & Spielberg, 2018). In order to participate in shared storybook reading, books must be accessible to the families. In addition, books in non-native languages may represent a barrier to shared storybook reading.

By the year 2025, it is predicted that 25% of school-aged children will be an English language learner (ELL) with a first language (L1) other than English (Pieretti & Roseberry-McKibbin, 2016). According to the California Department of Education (2017), 82% of ELL speakers identify their first language as Spanish.

METHODS

Participants

A total of (n=101) women, all of whom were enrolled in California's Women, Infants, and Children of Solano County programming (WIC-Solano), were given surveys in either English or Spanish, depending on their native language. Parents were offered three children's books as an incentive for participation. Parents reported mean education just below high school level, mean household size at five individuals, and mean children's books in the household at 15-20.

Materials

A 17-item survey was administered. Questions were recorded on a likert scale. Both demographic information and reading material information were collected.

Procedures

Each survey was administered by the first author and given to a mother at the Solano County WIC facility. Data was collected in March 2018.

DISCUSSION

Accessibility of reading materials varied between English monolingual and Spanish-speaking families, despite controlling for socioeconomic status. Although Spanish-English bilingual families demonstrated increased reported accessibility relative to Spanish monolingual families, accessibility was still dramatically depressed relative to English monolinguals.

We identify several possible supports for multilingual families:

- Provide books in L1 languages, or L1 translation/suggested phrases
- Model for parents how to use books for shared storybook participation without using the included text
- Provide information to multilingual families on community resources in L1

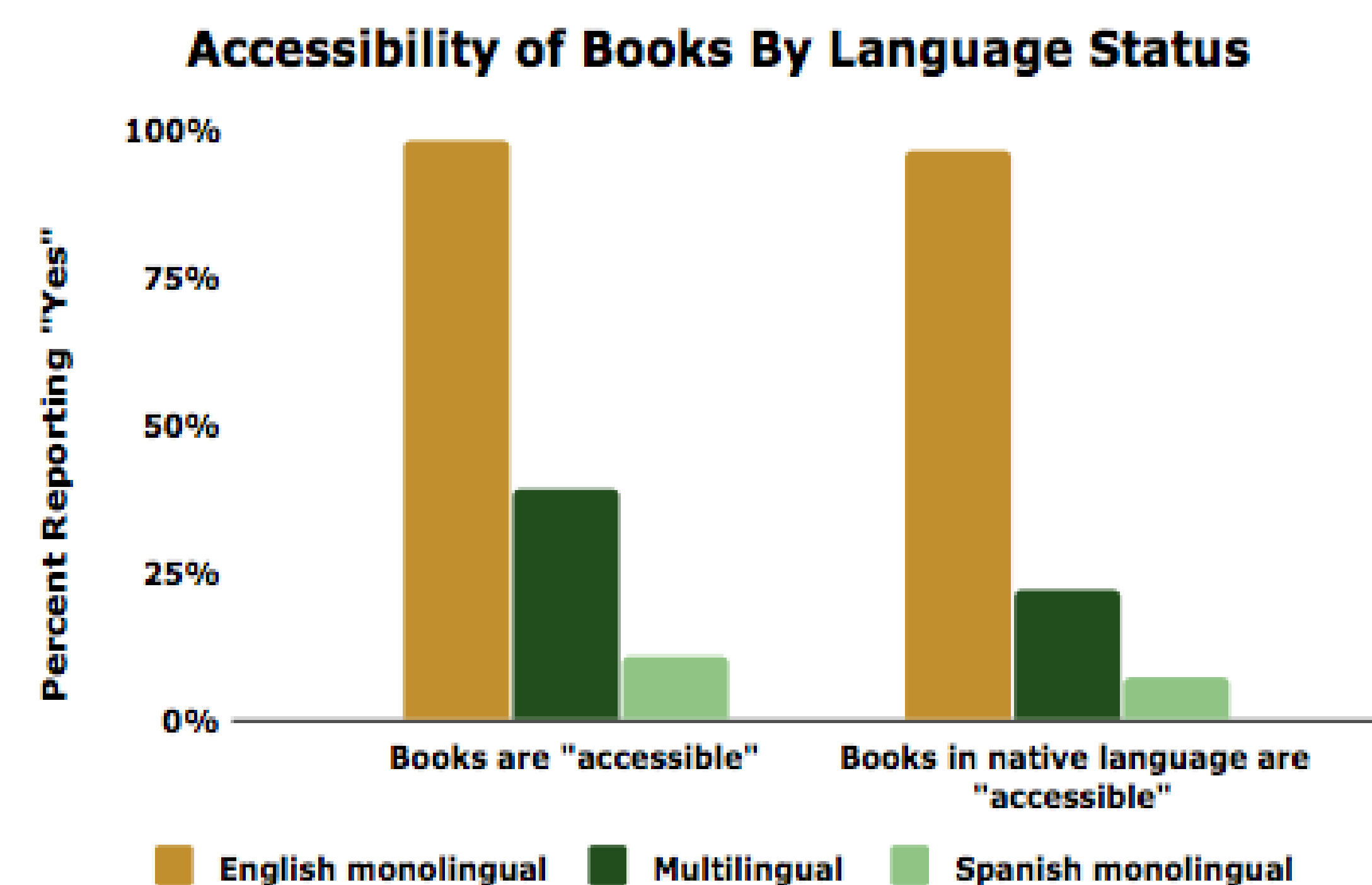
RESEARCH QUESTIONS

In the current investigation, we examine the following questions:

- Do Spanish monolingual parents report decreased accessibility to literacy materials compared to Spanish/English multilingual parents?
- Does access to literacy materials among Spanish-speaking families correlate with time spent reading to children?



RESULTS



	Total Sample (n=101)	Monolingual Spanish (n=28)	Bilingual Spanish/English (n=23)
Children's Books in Household (median)	15-20 books	6-10 books	6-10 books
Frequency of Reading to Children (median)	3-4 days/week	1-2 days/week	1-2 days/week
Time reading in Spanish	--	79%	44%
Holds Library Card	54%	50%	39%
Described Children's Books as "Accessible"	59%	11%	39%
Described Children's Books in Native Language as "Accessible"	50%	7%	22%

Table 1. Proportion of children's books accessible to families by language status.

REFERENCES

- Korat, O., Segal-Drori, O., & Spielberg, L. (2018). Word explanation and content expansion during storybook reading: relation to SES and children's language. *Early Child Development and Care*, 188(6), 691-708.
- Pieretti, R.A. & Roseberry-McKibbin, C. (2016). Assessment and intervention for English language learners with primary language impairment: Research-based best practices. *Communication Disorders Quarterly* 37, 117-128.

ACKNOWLEDGEMENTS

We would like to thank WIC of Solano County, California for graciously allowing us to recruit participants. Teresa Hernandez contributed to Spanish language materials translation and interpretation. Children's books were donated by **Love, Talk, Read**, www.lovetalkread.com, with thanks to Dr. Celeste Roseberry-McKibbin. Photo with permission from participating families.





Experiences with Hearing Loss within the Older Adult Hmong Community

Amy Hang, B.S., & Laura Gaeta, Ph.D.
Department of Communication Sciences & Disorders
College of Health & Human Services
California State University, Sacramento

ABSTRACT

There is little published on hearing loss in minority communities, especially among the Hmong. The purpose of this qualitative study was to explore the beliefs surrounding hearing loss in the older Hmong adult population in Northern California. Seven participants from the Hmong community were interviewed. The major themes included awareness of hearing loss etiologies, the importance of family, transportation needs, language barriers, and the use of herbal or home remedies.

INTRODUCTION

The Hmong are an ethnic group from Southeast Asia who immigrated to the U.S. in 1975 (Xiong, 2007). They are a fast-growing minority in California (Hatmaker, Pinzon-Perez, Khang, & Cha, 2010). The Hmong are a patriarchal collective community. Most decisions regarding medical conditions are decided by male family members first before consulting with western practitioners. The Hmong believe that causation of illnesses may be influenced by the imbalance of spirits (Cobb, 2010). Because of their differing beliefs, the Hmong have had misunderstandings when communicating with western health care providers in the U.S. (Hatmaker et al., 2010). Based on previous research on Hmong health care, some predicted themes are: cultural stigma, level of education, socioeconomic status, language difficulty, health insurance qualifications, and mistrust of the healthcare system.

The purpose of this study is to explore the beliefs and barriers associated with hearing loss and audiology services within the older Hmong adult population in Sacramento, California.

METHODS

Given the limited research on the Hmong population’s experience with hearing loss, qualitative methodology was used. The current study involved individual, semi-structured interviews with older Hmong adults about their experiences with hearing loss and audiology services in Sacramento. Seven participants, who are between the ages of 65 and 80 years old, completed interviews conducted in Hmong with the primary investigator (who is fluent in Hmong). Purposive sampling from the local Hmong community center was used in order to recruit participants for the study. All participants were monolingual speakers of Hmong. Interviews took place in the participant’s home or at a local Hmong community center.

The interview guide included questions related to awareness of hearing loss and its etiology, access to audiology services in Sacramento, background and demographic information of the participants (e.g., place of birth, language(s) spoken at home, occupation, education, and transportation), and their experiences with hearing healthcare professionals.

Table 1: Selected Interview Questions

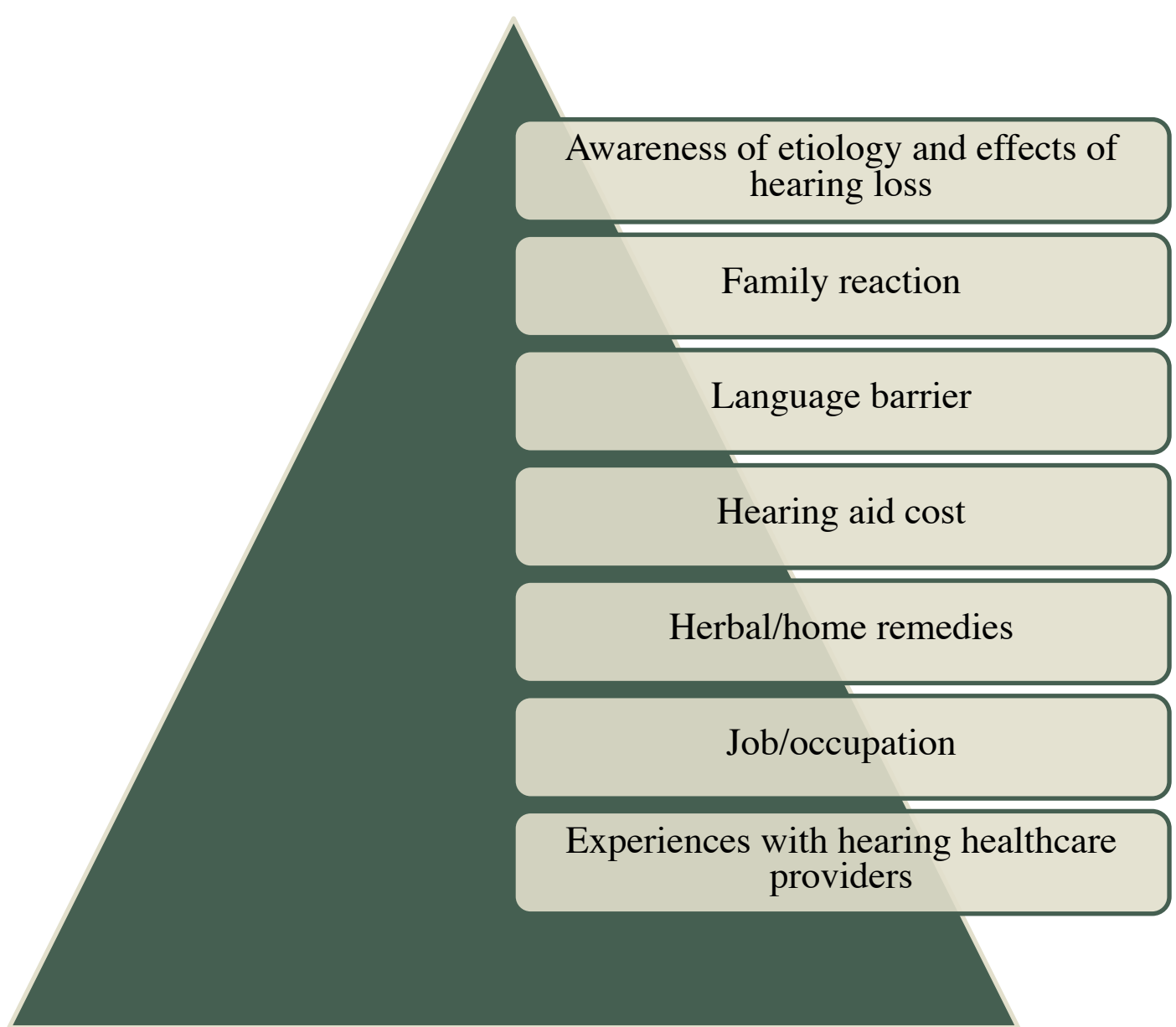
1. What do you know about hearing loss?
2. How do you feel about your hearing loss?
3. What do you think was the cause of your hearing loss?
4. How does your hearing loss affect your daily life?
5. What is your family’s attitude towards your hearing loss?

Table 2: Participant Information

No.	Gender	Age	Hearing aid use
1	Female	70 years old	Participant wears hearing aids
2	Female	68 years old	Participant wears hearing aids
3	Female	76 years old	Participant does not wear hearing aids
4	Female	69 years old	Participant does not wear hearing aids
5	Male	78 years old	Participant does not wear hearing aids
6	Male	80 years old	Participant does not wear hearing aids
7	Male	65 years old	Participant does not wear hearing aids

RESULTS

Table 3: Themes Identified (from most common to least common)



Interviews were audio-recorded, transcribed, and then translated into English for analysis. Two independent investigators individually reviewed and coded the translated transcripts. The two investigators met to discuss the codes after each interview. Differences in coding were discussed and resolved to form themes. Data collection ended after saturation was reached.

Table 4: Selected Quotes from Participants (translated from Hmong)

Participant #1	"When you have hearing loss, you also have problems with your nose. Anything that has a strong smell you cannot smell or taste it like before. All the things you notice now after hearing loss, you cannot go back to. For example, I remember cooking food that smells really good, but now it is not the same, daughter in law." "If I was younger, I would ask my children to help me buy new hearing aids, but now I am old, so it is not as important to me anymore. How long do I have left to live?"
Participant #2	"My primary doctor referred me to see an audiologist. I have a doctor who checked my hearing and another person who made my hearing aids. But because I am not educated, I just follow what I am told to do, not really understanding or knowing what the situation is." "I cannot afford the set of hearing aids, so I can only buy one hearing aid for the ear that needs the more aid. But I am content as long as I can hear everyone at a low volume."
Participant #3	"If there is no one to help me get hearing aids, than I will just have to forget about getting them." "Mm, yes, I had good hearing. Now that I am old, my veins and blood are bad. If I did not hurt my eyes, I believe that I would not have hearing loss. I believe that there was an injury to the veins that connected my eye to my ears, that is why I have hearing loss."
Participant #4	"Oh, yes! It was because of my hearing loss that I cannot speak English anymore. I use to interpret for other Hmong families too." "I, uh, I thought it was because maybe my mother had hearing loss, but when I thought about it some more, I do not think that was the case. I believe what caused my hearing loss was because I was very upset and depressed over my daughter and her marriage. She was married to a man who just came out of jail that did not treat her right."
Participant #5	"I have a hearing loss and plus I have multiple colds throughout the year so that does not help. I feel that the veins connecting my nose and ear have made me have a decline in my hearing because I have to blow my nose constantly. I think I blow my nose too hard. Every time I blow my nose, I can feel air come out of my ear." "Well, they, they said that I went, I went and angered a spirit while I was away from home. My family squeezed some boiled herbal medicine into my ear and it felt better after. It felt like something inside my ear deflated."
Participant #6	"Uh, my doctor told me that nothing could help me to fix my hearing. He told me to not feel sorry and that there is nothing they can do about it because the inside of my ear is injured." "My family did perform a spiritual ceremony, but it did not involve sacrificing an animal. It, eh, was a smaller ceremony where we just asked for blessing for me to recover from my injuries."
Participant #7	"Mm, the real, uh, reason that I have a hearing loss is because, uh, um, for a maybe a month is because that time when my, uh, ear bled a lot, uh um, it was almost a, uh, month due to firing guns. 1000 rounds nonstop." "They are expensive, but I am getting old and being able to, uh, hear is important to me. I do not want to make a mistake if someone asked me to, uh, do something."

CONCLUSION

This study adds to the literature related to hearing loss and audiology services in minority communities. The Hmong, a prevalent group in Northern California, have perceptions and beliefs about hearing loss that may be different than those held by monolingual English-speaking adults. Awareness of these perceptions and barriers can help to guide research focused on reducing healthcare disparities related to hearing loss in this population, and help audiologists and other clinicians to effectively and appropriately counsel their patients from the Hmong community.

REFERENCES

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Treating bilinguals who stutter: A survey of speech-language pathologists' self-perceived competency

Emily Hendricks¹, Danica Brogdon², Jennifer Cleary², Aishah Patterson³, PhD & Ai Leen Choo⁴, PhD

¹ Dept. of Communication Sciences and Disorders, Syracuse University; ² Dept. of Communicative Sciences and Disorders, California State University East Bay (CSUEB), ³ Dept. of Communication Sciences and Disorders, Sacramento State University; ⁴ Dept. of Communication Sciences and Disorders, Georgia State University

INTRODUCTION

Background

- About 21% of the U.S. population speaks a language other than English in the home, and this number is expected to increase in coming years [1].
- Thus, the number of bilinguals who seek speech and language treatment including treatment for stuttering is likely to rise.
- However, most clinicians report insufficient knowledge and skills in treating bilinguals who stutter [BWS; 2, 3, 4].
- Recognized challenges include clinicians' ability to conduct treatment in their clients' spoken languages although it may play a crucial role in the diagnosis and treatment of stuttering [5, 6].
- Generally, clinicians who complete coursework in stuttering and have clinical exposure to individuals who stutter report higher levels of competency and success in diagnosing and treating stuttering [2, 7, 8]. However, it is unknown if this perceived competency also extends to treating BWS.

Aims of study

This study aims to determine factors that affect the self-perceived competency of clinicians to treat BWS by asking the following questions:

- Overall, do clinicians report higher levels of competency in treating monolinguals who stutter (MWS) versus BWS?
- Are the perceived levels of competency in treating BWS correlated with bilingual status, years in bilingual status, years in clinical practice, and academic and professional training?

METHOD

Survey design and participants

- This study utilized an online survey using Qualtrics [9].
- The survey included an operational definition of "bilingual", and contained 34 questions, in divided into three different areas: 1) *demographic* information, 2) *academic training*, and 3) *clinical experience and practice*
- Responders were recruited through connections with CSUEB. They were sent an email that briefly described the study with a link to the survey.
- This study was approved by the IRB at CSUEB (CSUEB-IRB-2018-003-S).

Data analysis

- Non-parametric analyses (Wilcoxon Signed Test and Mann-U) were used for ordinal data, and ANOVA was used for continuous data.

SUMMARY

- Overall, clinicians perceived higher competency in treating monolinguals relative to bilinguals.
- Notably, clinicians who were bilingual and had more years in practice reported higher self-perceived competency for treating BWS.
- Clinicians who completed CE in fluency reported higher self-perceived competency for treating MWS.
- Only 5% of clinicians were board certified in fluency.
- Our sample size was relatively small. Data collection is ongoing. A large sample size will be able to confirm or refute these results.

METHOD

Demographic, academic, and clinical practice information

Age	M=43.12 years (SD=11.29), range=29 – 69 years
Sex assigned at birth	Female: n=30 (75%), Male: n=3 (7.5%), prefer not to answer: n=7 (17.5%)
Education	Doctorate: n=5 (12.5%), Masters: n=27 (67.5%), nr: n=8 (20%)
Years in practice	M = 13.15 years (SD= 10.64), range = 3 – 40 years
Bilingual	Yes: n=14 (35%), No: n=19 (47.5%), nr: n=7 (17.5%)
Work setting	Education: n=22 (55%), Medical: n=2 (5%), Other: n=8 (20%), nr: n=8 (16%)
Fluency courses	UG level: n=3 (7.5%), Grad: n=18 (45%), Both: n=11 (27.5%)
Board certified in fluency	Yes: n=2 (5%), No: n=30 (75%), nr: n=8 (20%)
Completed CE in fluency	Yes: n=22 (55%), No: n=10(25%), nr=8 (20%)

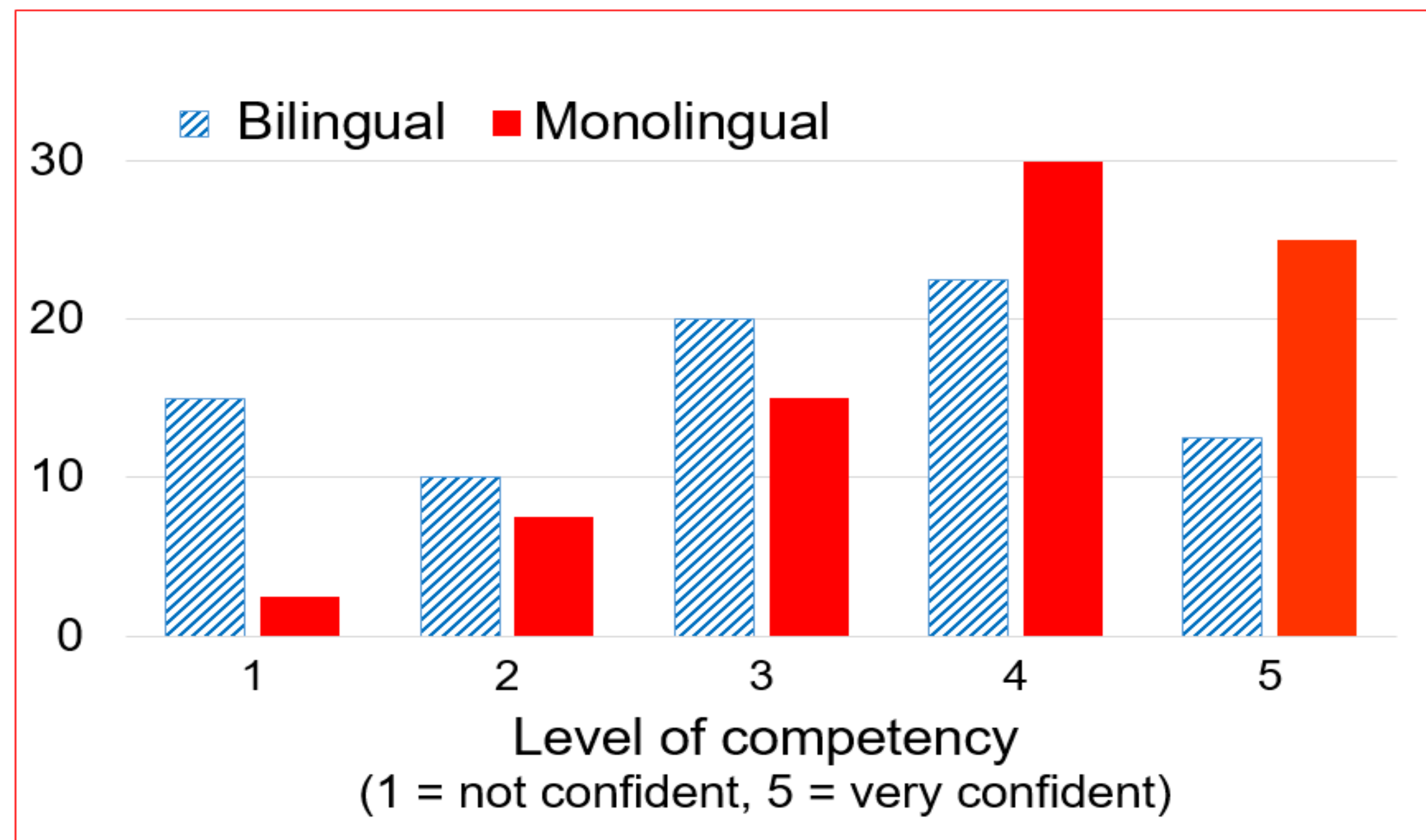
2a) Perceived competency for treating BWS

Bilingual status ($U=75$, $p<0.05$) and the number of years in practice ($F[18,12]=2.597$, $p<0.05$) was associated with higher perceived competency in treating BWS. There were no correlations with the level of fluency course completed ($U=31.500$, $p=.648$), board certification in fluency ($U=17.000$, $p=.299$), completion of CE in fluency ($U=74.000$, $p=.240$)

2b) Perceived competency for treating MWS

Completion of CE was correlated with higher perceived competency in treating MWS ($U=50.000$, $p<.05$). No correlations were found between perceived competency and bilingual status ($U=230.000$, $p=.968$), years in practice ($F[18,12]=.969$, $p=.538$), level of fluency course completed ($U=21.000$, $p=.197$), and board certification in fluency ($U=19.000$, $p=.369$).

1) Confidence in treating MWS vs. BWS



Overall, there was a higher percentage of clinicians who were more confident in treating MWS compared to BWS ($Z=-3.546$, $p<0.001$).

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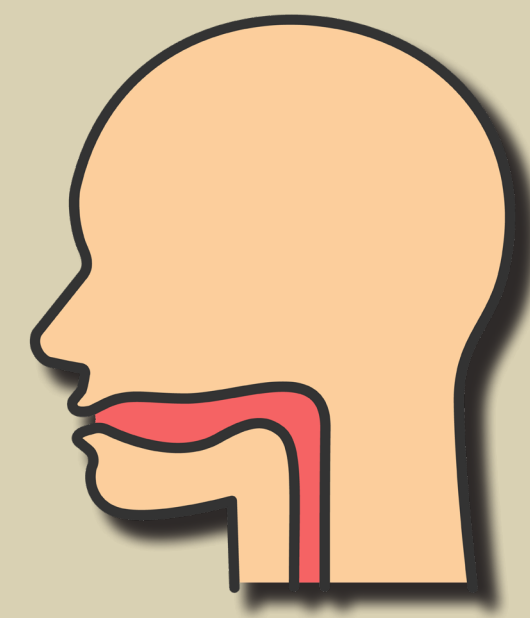
ACKNOWLEDGMENTS

The authors would like to thank Shelley Simrin, Director of Clinical Services and Ellen Bernstein-Ellis, Director of the Aphasia Treatment Program at the Communicative Science Department for their help with recruitment. We would also like to acknowledge the participants who completed the survey and provided comments.



NF1, NF2, Schwannomatosis, and Dysphagia:

A Systematic Review of the Literature



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Background

- Dysphagia (swallowing disorder) is defined as difficulty in moving food or liquid from the mouth to the stomach without spillage or residue in the oral cavity, pharynx, or esophagus.
- Approximately 25-35% of patients with neurofibromatosis have tumors of the head and neck. ¹
- Tumors and surgery associated with neurofibromatosis type 1 (NF1) or 2 (NF2) and schwannomatosis (SWN) may affect neuronal control of the muscles needed to coordinate swallowing, leading to dysphagia and potentially fatal aspiration pneumonia or infection.

The purpose of this study was to conduct a systematic review to delineate current assessment (Ax) and treatment (Tx) approaches for dysphagia in NF1, NF2, and SWN with the goal of developing pathways of care typically delivered by speech-language pathologists (SLPs).

Methods

- Electronic databases were searched in May 2017 (Figure 1).
- Search engines included Cochrane, PubMed, CINAHL, PsychINFO, Web of Science, and Clinicaltrials.gov.
- Hand searching was conducted for additional referenced literature.
- Search terms included ("Neurofibromatosis 1" OR "Neurofibromatosis 2" OR NF1 OR NF2 OR neurofibromatosis OR schwannomatosis) AND (swallowing OR dysphagia OR throat OR deglutition).
- All design types of articles published in English from 1988-2017 were considered for inclusion.
- Inclusion criteria required a description of any Ax, Tx, or path of care for dysphagia in individuals with a clinical or genetic diagnosis of NF1, NF2, or SWN.
- To reduce inclusion/exclusion bias, two investigators searched the literature and three separately ranked each publication using the Newcastle-Ottawa Quality Assessment Scale (NOQAS) ².

Figure 1

Literature Review Flow

Identification

Publications from database search (n=133)

Publications from hand search (n=3)

Total publications after removing duplicates (n=118)

Screening

Publication title and abstract screened for inclusion

Reasons for exclusion:

- Not published in English
- Published before 1988
- Not focused on NF1, NF2 or SWN
- No information on dysphagia

Excluded based on screening (n=66)

Eligibility

Full-text publications reviewed (n=52+1*)
*One preprint added

Reasons for exclusion:

- Not focused on NF1, NF2 or SWN
- No dysphagia Ax or Tx
- Isolated schwannoma
- No study population
- Not focused on research question

Full-text publications excluded after review (n=24)

Included

Full-text publications reviewed (n=29)

Individual ranking of publications using the NOQAS

Results

- Design types included case study (n=22), retrospective chart review (n=5), large sample cross-sectional (n=1), and systematic reviews (n=1).
- Eleven papers included a direct evaluation of swallowing (FEES [Fiber-optic Endoscopic Evaluation of Swallowing], MBS [modified barium swallow study], or MRI).
- Of those eleven, only 3 had an evaluation of dysphagia post-treatment. ^{3,4,5}
- Five publications achieved a score of 6 or greater using NOQAS criteria. ^{3,6,7,8,9}
- Dysphagia leading to aspiration pneumonia was identified as the cause of mortality for 3 of 7 patients with NF2 in one publication. ⁶
- Only two publications included SLPs in the pathway of care. ^{3,10}

Discussion

- There is a paucity of literature and no established clinical practice for the Ax and Tx of dysphagia in patients with NF1, NF2, or SWN.
- There is also a lack of information regarding the consequences of dysphagia in patients with NF1, NF2, and SWN.
- Follow-up after Ax for dysphagia was highly variable in terms of the procedures and outcomes utilized and the timeline for care.
- Dysphagia in NF1 and NF2 was frequently identified secondary to the Ax of other health concerns (e.g., tumor progression and/or limb weakness ^{11,12}).
- Evidence suggests that dysphagia associated with vagal dysfunction due to lower cranial nerve lesions or compression is a risk-factor for aspiration pneumonia and subsequent mortality.
- Well-designed studies are needed to evaluate the frequency and severity of dysphagia in populations with NF1, NF2, and SWN.

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Interprofessional Education for Improving Care of Patients with Neurofibromatosis Type 1

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Background

- Patients with neurofibromatosis (NF) type 1 require care from a variety of health professionals from various disciplines¹, and typically require many separate appointments.
- Interprofessional collaboration leads to improved health outcomes².
- Students in healthcare fields do not routinely receive training on how to work collaboratively as part of an NF team.
- Interprofessional Education (IPE) can be provided to allow students from different disciplines to learn from and with each other³, leading to a better and more prepared workforce and improved health outcomes.
- IPE is required by health care accrediting councils in the United States⁴.
- There is a paucity of research documenting IPE in the care of individuals with NF.

Purpose

This project was set to examine outcomes of an IPE training experience in neurofibromatosis (IPENF) for students and professionals from multiple disciplines.

Methods

Participants

- Included a convenience sample (N=10) of students/professionals from speech-language pathology, nursing, child & adolescent psychiatry, and a family member.
- Participants were recruited by email through the College of Health and Human Services, Department of Education, and a leadership training program held at another university within the same city.

Procedures

- This pre- to post-training design was approved by the university's IRB.
- Procedures took place on a university campus.
- To gauge knowledge of NF, participants passed an investigator-developed readiness assessment prior to the 4-hour IPENF.
- Two reliable and valid pre- to post-IPENF questionnaires serving as outcome measures were administered.
- A questionnaire developed by the researchers was administered to determine participants' post-IPENF perceptions of the utility of the training.
- Using PIPE criteria⁴, the IPENF had a process score of 20 and a content score of 35.

Outcome Measures

1. **The Interprofessional Education Collaborative (IPEC) Competency Self-Assessment Tool Version 3**⁶
 - Used to assess interprofessional interaction and values.
 - Factor structure was reported to be good.
2. **The Student Perceptions of Interprofessional Clinical Education – Revised Version 2 (SPICE-R2)**^{7,8,9}
 - Used to assess perceptions of interprofessional teamwork, roles and responsibilities, and patient outcomes from collaborative practice.
 - This measure has been shown to be psychometrically strong.

Statistical Analysis

- Outcomes were analyzed using paired-samples *t*-tests.

Results

- Results of *t*-tests were significantly different for the IPEC domains of *interprofessional interaction* and *values* from pre- to post-IPENF (see Table 1).
- The SPICE-R2 domain of *roles and responsibilities* was significantly different from pre- to post-IPENF (see Table 1).
- Participants exhibited a mean score of 22/25 on the self-rated post-IPENF questionnaire.

Table 1. Results of the IPEC and the SPICE-R2 for participants from pre- to post-IPENF.

	Pre- IPE workshop		Post- IPE workshop		Sig
	M	SD	M	SD	
IPEC Interprofessional interaction	4.2	0.39	4.9	0.21	<0.001 *
IPEC Interprofessional Value	4.8	0.29	5.0	0.04	0.042 *
SPICE-R2 Total Scores	40.9	10.59	48.1	1.97	0.07
SPICE-R2 Roles and responsibilities for collaborative practice	9.9	2.77	13.4	1.43	0.008 *
SPICE-R2 Patient outcomes for collaborative practice	12.7	3.59	14.7	0.68	0.125
SPICE-R2 Interprofessional teamwork and team-based practice	18.3	5.03	20	0	0.313

Discussion

- Participants significantly improved in their **interaction** and **values** as measured by the IPEC and **knowledge of roles of collaborative practice** as measured by the SPICE-R2 from pre- to post-IPENF. Results suggest that post-IPENF:
 1. Participants were more engaged in shared problem-solving and exhibited improved attitudes toward patient-centered and collaborative care.
 2. Participants had a greater understanding of the roles of other professionals on the NF healthcare team.
- Participants self-reported that learning occurred as a result of their participation.
- Results obtained are similar to other research:
 - Trainees who participated in IPE improved in their understanding of roles and attitudes^{8,10}, and values of team care¹⁰.
- The IPENF could be improved by integrating IPE into course requirements¹¹, increasing the number of represented disciplines involved, and including opportunities for learning through simulation.
- Results support the need for further research in interdisciplinary education for professionals engaged in care of individuals with NF.
- This project highlights the need for IPE experiences that include non-professionals and proposes use of the term “*interdisciplinary education*”¹².

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Engaging University Students in Community Literacy Outreach Programs for At-Risk Children in Poverty

Celeste Roseberry-McKibbin, Ph.D., Marisa Dix, B.S., Kirstin FitzGerald, B.S., & Mary Persons

Dept. of Communication Sciences and Disorders

California State University, Sacramento



Main Argument

Literacy Skills of At-Risk Children in Poverty

A major challenge for low-SES (socioeconomic status) children is the limited oral and written language exposure they receive compared to middle- and upper-SES children (Abraham, Crais, & Vernon-Feagans, 2013; Hart & Risley, 2003; Roseberry-McKibbin, 2018). When compared with middle-SES children, many low-SES children have striking deficits in literacy-related skills, such as phonological awareness, print awareness, vocabulary, and others (Justice & Ezell, 2001). Many are not read to at home (National Education Association, 2019). For this and other reasons, such as a lack of access to books, they frequently grow up to be poor readers with limited educational and career opportunities.

When building prison cells, states such as California and West Virginia factor in the number of 3rd graders who are reading below grade level (Children of the Code, 2012). According to the One World Literacy Foundation (2017), 4th grade is the watershed year. It is predicted that if a child is not reading proficiently in 4th grade, she will have approximately a 78% chance of never catching up academically. Approximately 2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare. The Heart of America Foundation (2019) states that seven out of 10 fourth graders read below grade level, and that while the availability of books is the strongest predictor of a child's ability to read and succeed academically, over 61% of low-income families have no books at all in their homes.

Motivating Generation Z University Students to Help At-Risk Children in Poverty

Many university students today come from Generation Z, born between 1996-2010. A major characteristic of Gen Z is the desire to help others who are less fortunate. Many have strong concern for their communities (Stillman & Stillman, 2017). They want hands-on experience solving “real world” problems (Carter, 2018). University professors who want to motivate Gen Z students to provide literacy support to at-risk children in poverty need to cater to these students' strong desire to make a positive difference in their world (Kleinschmit, 2015; Paige, 2017; The Center for Generational Kinetics, 2017). Many professors are looking for

opportunities to provide service learning by helping their students connect class coursework to actual contributions to the community.



Procedures

To make a positive difference for at-risk children in poverty, the first author created the program Love Talk Read, whose purpose was to give the children free books. As of 6/19, the first author and her university students had collected and shared over 220,000 books with local children in poverty as well those in developing countries.

In 11/18, Camp Fire in northern California (primarily the city of Paradise) burned 153,336 acres of land. Paradise's public library and most public schools burned to the ground. Tens of thousands of books were destroyed. Many children in Paradise experience poverty; Camp Fire greatly exacerbated their circumstances. Citizens of our Sacramento area (south of Paradise) were engulfed in heavy smoke for several weeks and mourned the losses experienced by our neighbors.

In 12/18, the fourth author, a junior in Sacramento State University's Department of Communication Sciences and Disorders, approached the first author with an idea. The fourth author had grown up in Paradise and the losses were very personal to her. She asked if the first author could collect books for the children of Paradise. The first author agreed; announcements were sent out verbally and via email. The second and third authors created attractive posters for the building's main lobby area, and placed a large, attractive, colorful donation box under the posters.



Results

Several weeks after the announcement about the Paradise book drive went out (early 12/18) 4000+ books were donated. Two months later, over 6,000 books had come in (the goal was originally 10,000, but Paradise indicated that they didn't have space for more than 6,000). The fourth author personally drove all the books to Paradise, where a local association distributed them to libraries and schools.



What made this particular aspect of the book drive successful so quickly and highly motivated students to donate books? The authors hypothesize that it was the immediacy and personal emotional relevance of Camp Fire. Gen Z students, as stated, have a strong drive to make a difference in their communities. Figure 1 shows that in 12/16, 2198 books were collected; in 12/17, 2553 books were collected. In 12/18, 3612 books were collected (all for Camp Fire). Figure 2 shows the percentage of children's books donated by university students in comparison with the number of books donated by outside organizations (e.g., churches). In 12/16, 51% of books were donated by students; in 12/17, 41% of books were donated by students; in 12/18, 85% of books were donated by students. Clearly, in 12/18, connecting the children's book drive to a local cause was highly successful in motivating Gen Z students to donate books.

University professors who want to motivate Gen Z should identify projects that focus on a local cause or charity that has strong emotional meaning. Though Camp Fire was especially dramatic, there are other popular causes that can create an emotional "hook" for would-be book donors from Gen Z. For example, the first author has attracted thousands of books for children of veterans and children experiencing homelessness.

Children experiencing poverty need to have appropriate books available to them to increase their literacy skills and chances for greater academic success. University professors want to motivate their Gen Z students to connect classroom information to community service. Professors can take advantage of Gen Z's natural desire

to improve their world through giving them opportunities to donate books children in poverty, especially when those children experience a great hardship such as Camp Fire. Motivating Gen Z students to donate books through connecting them to a local cause proved to be highly successful in our own department. Other university programs can help provide books and other literacy materials to at-risk children in poverty through motivating their Gen Z students to give to local causes that have an emotional connection and immediate relevancy.

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DR. BILL GARCIA

Physical Therapy

Use of Education and Exercise in a Multidisciplinary Approach for the Treatment of an Adolescent with Chronic Low Back Pain: A Case Report

DR. ERNEST UWAZIE

Criminal Justice

The role of Peer Mediators in conflict resolution in schools

DR. JENNIE SINGER

Criminal Justice

Results of the Ascend Rehabilitation Program Evaluation

DR. LAURIE KUBICEK

Criminal Justice

The Baby Penalty: Female Parents In Academia

DR. SUE C. ESCOBAR

Criminal Justice

Making Work 'Work:' Finding Happiness and Balance in the Flow of the Academic Life

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Communication Sciences & Disorders

Reaching Millennial Students in Today's University Classrooms: Student Survey Results and Implications for Instructors.

DRS. DARLA HAGGE, NASSRINE NOUREDDINE, DEBRA BRADY & WILLIAM OFSTAD

Communication Sciences & Disorders

The Synergy of Interprofessional Collaboration

DRS. CHRISTINE HUR &

SOOCHEONG "SHAWN" JANG

Recreation Parks & Tourism Administration

Is consumer forgiveness possible?: The role of rumination and distraction in hotel service failures.

When do consumers feel betrayed and face-loss?: Examining service communality and social presence types in service failures

DR. JAMIE HOFFMAN

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DR. FRANCIS YUEN

Social Work

The Impact of Hospice Patient Disease Type and Length of Stay on Caregiver Utilization of Grief Counseling: A 10-Year Retrospective Study

DR. JENNIFER PRICE WOLF

Social Work

To report or not to report? Community and individual factors predicting child maltreatment intervention

DR. MARIA DINIS

Social Work

Human Subjects Conference Highlights

DR. SANTOS TORRES, JR.

Social Work

A Comparative Analysis of Publisher Driven Immersive Learning Technologies

DR. SERGE LEE

Social Work

Low graduation rate of Southeast Asian Students at Sac State

DRS. TYLER ARGUELLO, ARTURO BAIOCCHI, JENNIFER PRICE-WOLF, FRANCIS YUEN, CHRYS BARRANTI & KISUN NAM

Social Work

Californians Speak on Social Welfare

Session Two, 12:00 pm–1:30 pm

Business Administration

Purpose of First Year Experience Space

—Lindy Kim, *Business*, with Daseul Song and Gwen Adao

The Quantitative Data Behind the FYE Space

—Daseul Song, *Business Administration*, with Gwen Adao, Lindy Kim, and Jazmin Campos

Education

Animal Assisted Therapy

—Sara House, *Counselor Education*

Health and Human Services

Comparison of Subjective and Physical Function Outcomes Using Auxiliary Crutches and a "Hands-Free Crutch" in Comparison to No Crutch for Mobility

—Gretchen Marie Lim, *Physical Therapy*

The Relationship Between Ankle Muscle Strength and Gait Transition Speed

—Sara Mikesell, *Physical Therapy*

Reaching Millennial Students in Today's University Classrooms: Student Survey Results and Implications for Instructors

—Jennifer Ratcliff, *Communication Sciences and Disorders (Speech-Language Pathology)* with Dr. Celeste Roseberry-McKibbin and Dr. Robert Pieretti

The Use of Neuroscience Education in Combination With Stabilization Exercise in a Multimodal Approach for the Treatment of a Young Adult With Chronic Low Back Pain. A Case Report

—Harrison Scott, *Physical Therapy*, with Dr. William Garcia

Intensive, Functional Training Leads To Optimal Outcomes In A Young Woman Post Brain Stem Hemorrhage Due To Cerebral Cavernous Malformation

—Kasey Thompson, *Physical Therapy*

Code	Poster	Title	Level/Type	Presenter List
GENERAL INTEREST SATURDAY 8:00AM-9:30AM				
Academic and Clinical Education (GI) CONTINUED				
7609	Poster Board 144	From Surviving to Thriving: Stress Reduction for Students, Clinicians & Academicians	Introductory/ Prof. Ed.	Rebecca Shisler Marshall, U of Georgia
7610	Poster Board 145	Graduate Student Stress: Interpersonal & Cultural Factors Contributing to Stress Levels in CSD	Introductory/ Research	Haley Gilroy, East Carolina U; Joy Kennedy, East Carolina U; Charles Ellis, East Carolina U
7611	Poster Board 146	Identifying Factors to Increase Diversity in Graduate Programs in Communication Sciences & Disorders	Introductory/ Prof. Ed.	Akiko Fuse, Brooklyn Coll/CUNY; Michael Bergen, Brooklyn Coll/CUNY
7613	Poster Board 148	Outcomes of Student Participation in Interprofessional Clinical Simulations	Intermediate/ Prof. Ed.	Christin Ray, Ohio St U; Jennifer Brello, Ohio St U
7614	Poster Board 149	Reaching Millennial Students in Today's University Classrooms: Student Survey Results & Implications for Instructors	Introductory/ Prof. Ed.	Celeste Roseberry-McKibbin, Sacramento St U; Robert Pieretti, Sacramento St U; Jennifer Ratcliff, Sacramento St U
7615	Poster Board 150	Re-Conceiving Single-Case Design Meta-Analyses so They Can Inform a Student's IEP: A Model	Intermediate/ Research	Amy Schwarz, Texas St U; Anne Van Kleeck, U of Texas - Dallas; Anjali Krishnan, Brooklyn Coll; Lisa Gold, Texas St U; Herve Abdi, U of Texas - Dallas
7616	Poster Board 151	Service Learning in CSD: Active Engagement, Personal Reflection & Clinical Growth	Introductory/ Research	Janet Bradshaw, Armstrong St U; April Garrity, Armstrong St U
7617	Poster Board 152	Service Learning Through Computer Tutoring of Older Adults	Introductory/ Prof. Ed.	Elaine Shuey, East Stroudsburg U; Julie Rehrig, East Stroudsburg U; Ta-Jshenae Fields, East Stroudsburg U; Sarah England, East Stroudsburg U
7618	Poster Board 153	Specialty Concentrations: Added Value for Graduate Students	Intermediate/ Prof. Ed.	Rebecca Inzana, MGH Inst of Health Professions; Joanna Christodoulou, MGH Inst of Health Professions; Melissa Feller, MGH Inst of Health Professions; Margaret Kjelgaard, MGH Inst of Health Professions; Jennifer Mackey, MGH Inst of Health Professions; Meredith O'Dea, MGH Inst of Health Professions; Suzanne Pennington, MGH Inst of Health Professions
7619	Poster Board 154	Speech-Language Pathology Graduate School Summative Assessments: An Update on National Trends	Introductory/ Research	Mary Ellen Tekieli Koay, West Virginia U; Norman Lass, West Virginia U; Jared Ballard, West Virginia U; Madaline Parrill, West Virginia U; Leah Costa, West Virginia U; Samantha King, West Virginia U
7620	Poster Board 155	The Hidden Curriculum in the College Classroom: An Ethnographic Study of General Education Requirements	Introductory/ Research	Ryan Kerns, Marshall U; Karen McComas, Marshall U
7621	Poster Board 156	Unification of the Externship Application Process: Bringing the System Together	Introductory/ Prof. Ed.	Cassandra Quinn, Portland St U; Susan Boettcher, U of Oregon; Andrew McMillin, Portland St U
7622	Poster Board 157	Use of Baby Isao Simulator & Standardized Parents in Hearing Screening & Parent Counseling Education	Introductory/ Research	Ahmad Alanazi, U of Arkansas for Med Sciences; Nannette Nicholson, U of Arkansas for Med Sciences
Business Management, Ethical and Professional Issues (GI)				
7623	Poster Board 158	Are We Putting Circles Into Squares? Examining How Speech Pathology Fits Into Health Care's "Triple Aim"	Intermediate/ Prof. Ed.	Kathleen Holterman, Robert Wood Johnson U Hosp; Karen Davis, RWJUH
7624	Poster Board 159	Cumulative Intervention Intensity in Speech-Language Intervention Plans	Introductory/ Research	Angela Cowles, U of Minnesota - Duluth; Jolene Hyppa Martin, U of Minnesota - Duluth; Jill Tschekunow, U of Minnesota - Duluth
7625	Poster Board 160	Medicaid Experts Provide Answers to Questions for Everyday Leaders Know Medicaid!	Intermediate/ Prof. Ed.	Molly Thompson, Pediatric Speech-Language; Crystal Brooks, The Clubhouse Therapy Ctrs; Shannon Butkus, Butkus & Associates; Marie Ireland, Dept of Education; Sheila Moore-Neff, Fairfax County Pub Schs; Michael Maykish, Brunswick County Pub Schs; Kimberly Ward, U of Southern Mississippi; Timothy Weise, Prime Healthcare; Andrea Lary, Therapy Consortium Inc; Nancy Lovering, Ability Speech-Language Therapy; Carol Morse, Billings Clinic; Laurie Havens, ASHA
Cultural and Linguistic Issues (GI)				
7626	Poster Board 161	Acquisition of English Verbal Lexemes & Morphological Forms: Evidence From Spanish-Dominant Bilingual Preschoolers	Intermediate/ Research	Megan Andrews, Bowling Green St U; Virginia Dubasik, Bowling Green St U; Alejandra Auza, Hosp General Dr. Manuel Gea Gonzalez; Nicole Moore, Bowling Green St U; Courtney Hansen, Bowling Green St U; Colleen Maurer, Bowling Green St U
7627	Poster Board 162	Awareness of CSD Professions in Minority High School & College Students	Introductory/ Research	Marsha Jones, Long Island U - Brooklyn; Fabine Leroy, Long Island U; Clairnisha Leger, Long Island U; Lettytia Louis, Long Island U; Fatma Sarhan, Long Island U; Ashley Dorf, Long Island U; Elizabeth Shaw, Speech-Language Pathologist; Lu-Feng Shi, CSD, Long Island U
7628	Poster Board 163	Component Skills in Learning to Read & Parent Education to Support Bilingualism & Literacy	Intermediate/ Prof. Ed.	Elizabeth Ijalba, Queens Coll, City U of New York; Angela Giraldo, New York City Dept of Education
7629	Poster Board 164	Differences in the English Grammatical Errors of Chinese-English Compared to Spanish-English Bilinguals	Introductory/ Research	Kimberly Huang, St. John's U; Peggy Jacobson, St. John's U; Yan Yu, St. John's U
7630	Poster Board 165	Do You Speak Emoji? Conveying Intention in Text Messages	Introductory/ Research	Megan Valentin, Hunter Coll; Nancy Eng, Hunter Coll

UNDERGRADUATE PERCEPTION OF OCCUPATIONAL THERAPIST ROLE IN POST STROKE CARE



SACRAMENTO
STATE

Redefine the Possible

PHILADELPHIA DEAL, B.S.,
CATHERINE CUNHA, B.S.,
KELLY CHAREST, B.S.,
GEOCONDA GONZALEZ,
ASHLEY JENNINGS, B.A.,
HEATHER L. THOMPSON, PHD CCC-SLP

Introduction

- There is professional overlap between Speech-Language Pathology (SLP) and Occupational Therapy (OT) in post stroke care.
- Previous research has shown interprofessional practice supports positive patient outcomes⁵ and improved patient safety⁶ in post stroke care.
- However, these studies and others demonstrate a need for more interprofessional education (IPE).⁴

Research Questions

1. What is the **ATTITUDE** of SLP students regarding interprofessional practice with OTs in post stroke care?
2. How **KNOWLEDGEABLE** are SLP students regarding the OT's role in post stroke care?

OT and SLP Scope of Practice

- **COMMON OVERLAPPING AREAS OF PRACTICE IN POST STROKE REHABILITATION BETWEEN SLP AND OT ARE:**
- **COGNITION** (e.g. orientation, attention, memory, initiation, ability to plan, organize and sequence, problem solve);
- **SOCIAL INTERACTION** (e.g. approaches interaction, concludes conversation, produces speech, gesticulates, questions, replies, transitions, times response, takes turns, clarifies).^{1, 2}

Methods

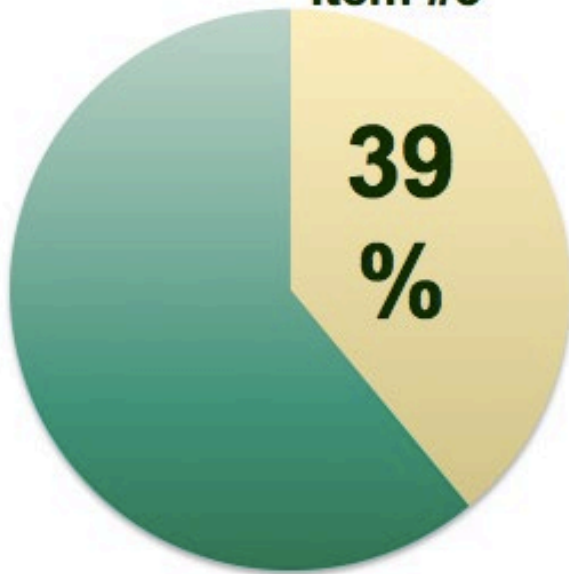
- 20-item **QUESTIONNAIRES** were administered to SLP juniors and seniors enrolled in SLP core classes at Sacramento State during Spring 2015. Participants responded using Likert-type response options where “1= strongly disagree” to “5= strongly agree” and “3=neutral or I don’t know.”
- IBM’s Statistical Package for the Social Sciences, Microsoft Excel, and qualitative analyses were used to examine patterns of responding.
 - Independent Samples *t*-tests were used to compare mean responses of junior and senior students on questionnaire items using the independent variable of group (junior; senior) and the dependent variable of mean survey score.

Results

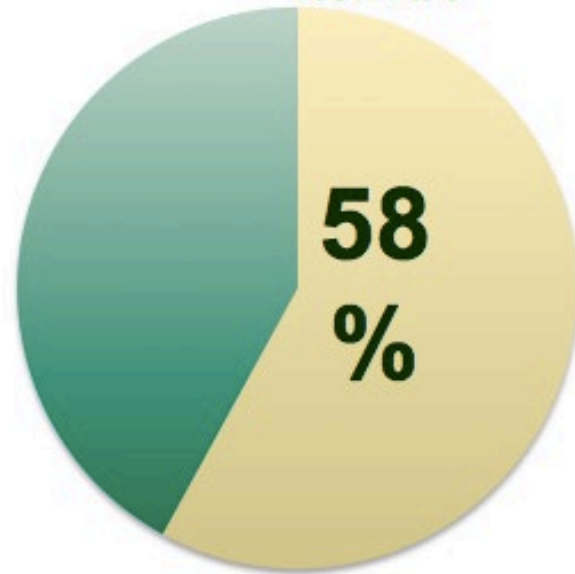
- The following results were obtained:

Participants reported “agree” or “strongly agree” to the statement "Occupational Therapists have a role in post stroke care" (Item #15).

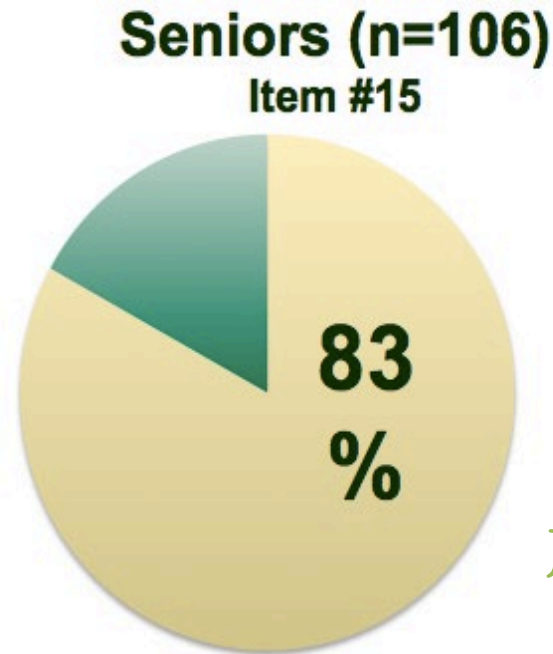
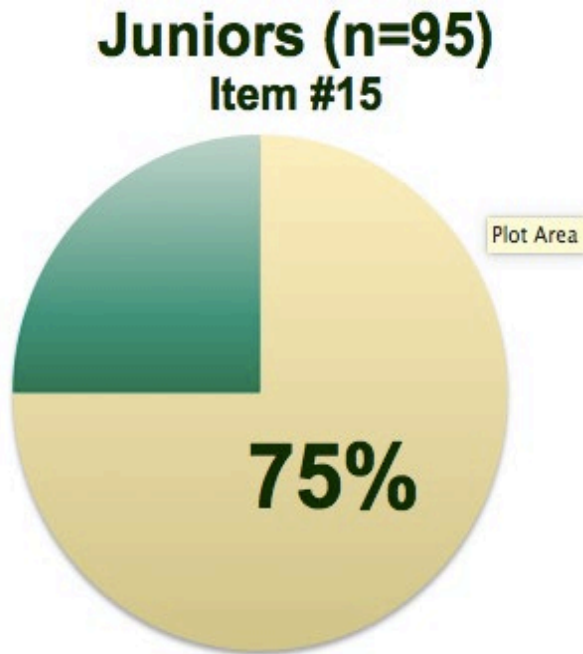
Juniors (n=95)
Item #5



Seniors (n=108)
Item #5



- Participants reported “agree” or “strongly agree” to the statement “I understand the role of Occupational Therapists in post stroke care” (Item #5).



**ITEM #5
→ SIGNIFICANT
DIFFERENCE
($P=.03$)
BETWEEN
JUNIOR AND
SENIOR
RESPONSES.**

Discussion

- **REGARDING OT ROLE IN POST STROKE CARE:**
 - SLP Seniors reported knowing more than juniors.
 - Both reported they were **NOT CONFIDENT** in their knowledge.
- **SUGGESTING THE NEED FOR:**
 - **↑ INTERPROFESSIONAL EDUCATION** in SLP courses pertaining to the role of OT in post stroke care.
 - “IPE Occurs when 2+ professionals learn about, from and with each other to enable

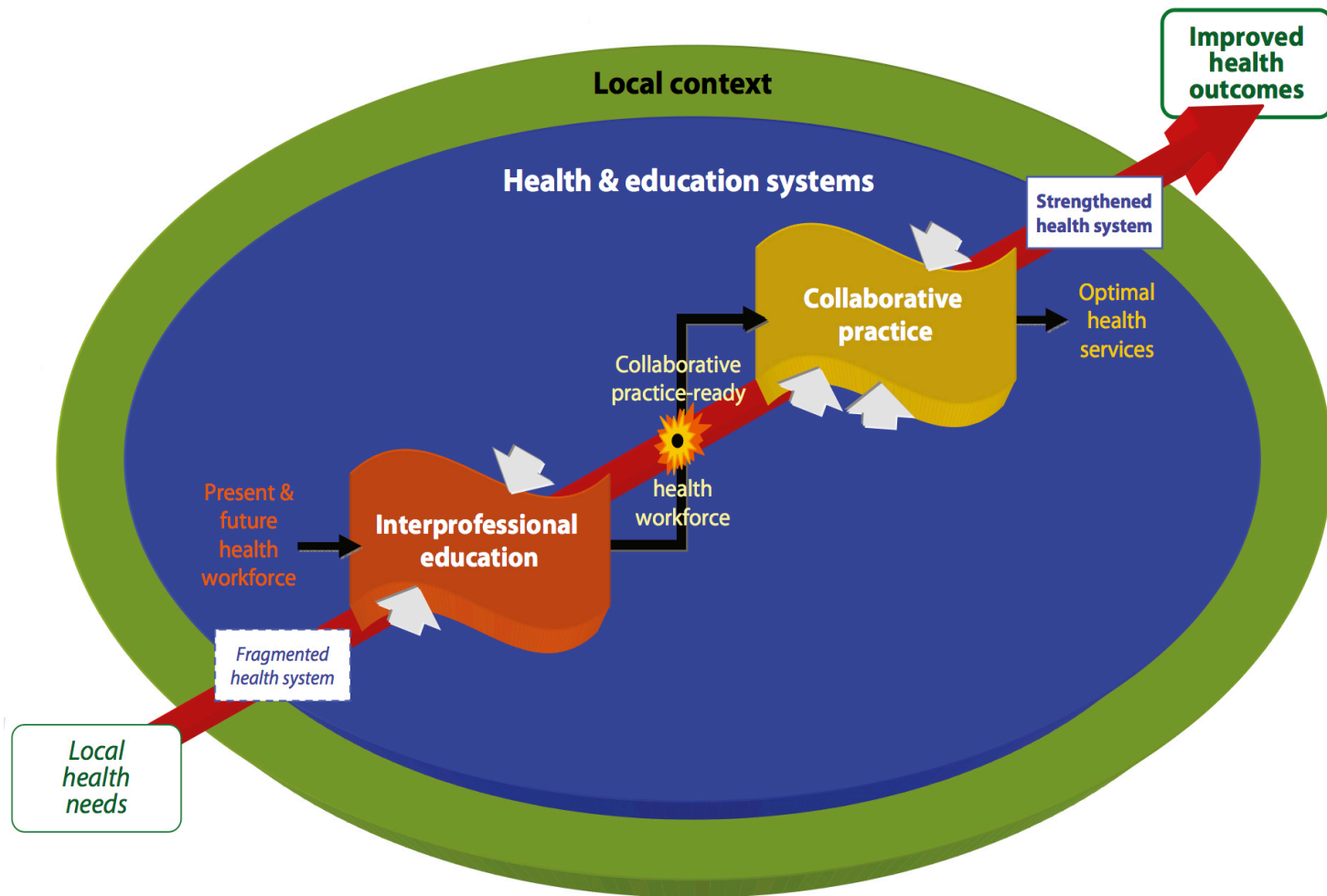


FIGURE 1. “INTERPROFESSIONAL EDUCATION MODEL”
(IMAGE FROM: WORLD HEALTH ORGANIZATION, 2010, P. 18).

Conclusion

- This study identified a critical **KNOWLEDGE GAP** in higher education in speech-language pathology.
- Results of this study demonstrate the importance of including **OPPORTUNITIES FOR IPE** with Occupational Therapists in graduate speech-pathology training of post stroke care.

Future Implications

- **Sacramento State's SLP training program has recently increased opportunities for IPE with the College of Health and Human Services.**
 - **For example, SLP Department hosts Neuro Service Alliance, an interprofessional program that offers Life Participant Approach for community members and Health and Human Services students.³**
- **It is hoped these opportunities will lead to improved knowledge of interprofessional practice for post stroke care.**

References

1. American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*. 68 (Suppl. 1), S1-S48.
2. American Speech-Language and Hearing Association. (2007). Scope of practice in speech-language pathology [Scope of Practice]. Retrieved from www.asha.org/policy on March 12, 2015.
3. Hagge, D. K. (2015). Dealing with dysphasia—together. *The ASHA Leader*. 20(6), 34-36.
4. Insalaco, D., Ozkurt, E., & Santiago, D. (2005). Attitudes and knowledge of students in the allied health professions toward their future professional team members. *Journal of Allied Health*. 35(3), 142-146.
5. Strasser, D., Falconer, J., Herrin, J., Bowen, S., Stevens, A., & Uomoto, J. (2005). Team functioning and patient outcomes in stroke rehabilitation. *Archives of Physical Medicine & Rehabilitation*. 86(3), 403-409.
6. World Health Organization. (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Retrieved from http://www.who.int/hrh/resources/framework_action/en/ on March 1, 2015.

Providing Literacy Training and Materials for At-Risk Families in Poverty: Practical Strategies

Workshop MS060

**California Speech-Language-Hearing Association
Convention**

Sacramento, California

March 22, 2018

8:30-10:00

SACRAMENTO STATE

Literacy Connection

Robert A. Pieretti, Ph.D., CCC-SLP, CSHA Fellow

- Chair, Dept. of Communication Sciences and Disorders, California State University, Sacramento
- Director, Sacramento State Literacy Connection
- Language, Speech, and Hearing Specialist, Sacramento City Unified School District

Christina Derebenskaya, B.S.

- Graduate Student in Communication Sciences and Disorders, California State University, Sacramento

Christina Ibarra, B.S.

- Graduate Student in Communication Sciences and Disorders, California State University, Sacramento

Celeste Roseberry-McKibbin, Ph.D., CCC-SLP, CSHA Fellow

- Professor, Dept. of Communication Sciences and Disorders, California State University, Sacramento
- Director, Love, Talk, Read
- Language, Speech, and Hearing Specialist, San Juan Unified School District

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Robert A. Pieretti, Ph.D., CCC-SLP & Celeste Roseberry-McKibbin

Financial Disclosures

- Frequent speakers on topics related to language and literacy.
- Co-authored books and papers on topics related to language and literacy.
Receive financial compensation in the form of book royalties.
- Receives occasional honoraria and travel reimbursement for presentations.

Nonfinancial Disclosure

- Robert Pieretti is the founder of the Sacramento State Literacy Connection
- Celeste Roseberry-McKibbin is the founder of Love, Talk, Read

Christina Derebenskaya and Christina Ibarra have no disclosures to report

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Time Ordered Agenda (90 min)

- 8:30-8:50 Dr. Roseberry-McKibbin: Children's Book Collection: Love, Talk, Read
- 8:50-9:10 Dr. Pieretti: Sacramento State Literacy Connection
- 9:10-10:00 Christina Derebenskaya & Christina Ibarra: Practical Strategies To Empower Parents in the Literacy Development of their Children

CHILDREN'S BOOK COLLECTION: LOVE

lovetalkread.com



Celeste Roseberry-McKibbin, Ph.D.

Professor, California State University, Sacramento
Speech-language pathologist
San Juan Unified School District

Dr. Pieretti and the Sacramento State Literacy Connection.....Diving into Literacy!



How many people have reading disorders???

- 15 percent of the population has specific reading disorders. Of these 15 percent as many as 1/3 may show change in the brain structure.
- Reference
Reading Statistics Reference Information
Albert M. Galaburda, M.D., Beth Israel Hospital, Harvard Medical School.

One World Literacy Foundation. Illiteracy/Reading statistics.
Retrieved June 12, 2016 at:

<http://www.oneworldliteracyfoundation.org/index.php/why-support-owl/illiteracy-statistics.html>

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How many people have reading disorders???

- **Dyslexia affects one out of every five children - ten million in America alone.**
- **Reference**
Literacy Statistics Reference Information
Sally Shaywitz, M.D., 2004

One World Literacy Foundation. Illiteracy/Literacy statistics. Retrieved June 12, 2016 at

<http://www.oneworldliteracyfoundation.org/index.php/why-support-owl/iliteracy-statistics.html>

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READ OR GO TO JAIL???

According to the One World Literacy Foundation, The Department of justice reports:

- The link between academic failure and delinquency, violence, and crime is related to reading failure
- Over 70% of inmates in America's prisons cannot read above a 4th grade level

One World Literacy Foundation. Illiteracy Statistics/US Literacy Statistics. Retrieved June 12, 2016 at

- <http://www.oneworldliteracyfoundation.org/index.php/why-support-owl/iliteracy-statistics.html>

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The hard facts.....

- The One World Literacy Foundation has found that 2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare. The 4th grade is the watershed year. We can predict that if a child is not reading proficiently in the 4th grade, he or she will have approximately a 78% chance of not catching up.

**One World Literacy Foundation. Illiteracy/U.S. literacy Statistics.
Retrieved June 12 2016 at:**

<http://www.oneworldliteracyfoundation.org/index.php/why-support-owl/illiteracy-statistics.html>

School Readiness is Essential!

- “The Common Core Standards, adopted by California in 2010, are expected to be fully implemented in our schools during the 2013-14 academic year. The standards emphasize the critical relationship between oral language development, specifically listening and speaking, and the successful acquisition of reading and writing. They also stress the importance of developing students’ ability to work with informational text at all grade levels and with increasing levels of complexity as they progress through school. Because of this, there has been renewed focus on teaching expository text structures to promote successful reading comprehension.” (Pieretti & Stage, 2014)

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How does this affect “our” kids? What does it have to do with speech-language pathology?



Role of the SLP: Language and Literacy

- Mastery of the sounds of our language, the words of our language, and the way we put sentences together in our language, combined with our background and experiences, correspond directly to our ability to decode and comprehend text.



Shaywitz (2004): Essential, scientifically-proven elements of reading programs for children at-risk for reading difficulties

- Systematic and direct instruction in Phonemic Awareness
- Systematic and direct instruction in phonics
- Practice applying phonics in reading and writing
- Reading fluency training
- Enriched language experiences (such as oral narratives or expository scaffolding)

What are we doing about all of this?

....

One Thing: The Sacramento State Literacy Connection!!

A collaboration of Dr. Robert Pieretti and the Applied Communication Sciences Lab (ACSL) in the Department of Communication Sciences and Disorders at Sacramento State

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Sacramento State Literacy Connection Students



Sacramento State Literacy Connection Students



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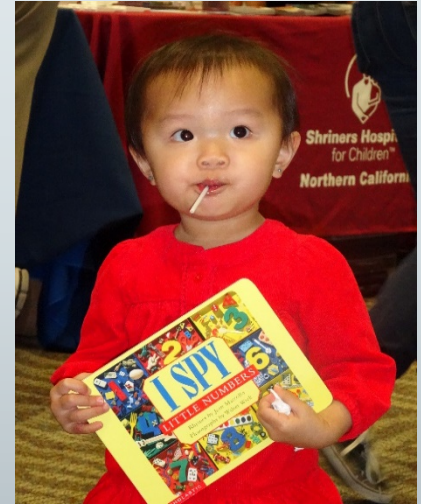
What does the Sacramento State Literacy Connection care about?



Families excited about reading...



And school success...



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CSHA Article: Sacramento State: A Leader in Literacy

(Pieretti & Roseberry-McKibbin: Winter 2014)

- The Sacramento State Literacy Connection is part of a rich history of literacy leadership in the Department of Communication Sciences and Disorders at Sacramento State.
- Dr. Candace Goldsworthy began emphasizing the fundamental connections between language and literacy when she joined the faculty in 1983, a time when the role of the SLP in literacy was still being defined.
- Our department had long-embraced literacy when ASHA's 2001 position paper, *Roles and Responsibilities of Speech-Language Pathologists with Respect to Reading and Writing in Children and Adolescents* recognized the important role SLPs played in academic success.
- As our Language II Literacy Clinic evolved, all students were assigned two language-literacy clients in this clinical practicum while co-enrolled in a Clinical Methods course. The student evaluates the language-based literacy problem, differentiating developmental dyslexia from more generalized decoding and comprehension problems and develops and carries out an appropriate treatment plan.
- All students complete CSAD 222, Curriculum in Relation to Language-Learning Disabilities in School-Aged Children, developed by Dr. Goldsworthy and currently taught by Dr. Pieretti.

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Sacramento State Literacy Connection: A Leader in Literacy

- The Sacramento State Literacy Connection is a collaboration of Dr. Robert Pieretti and students in the Applied Communication Sciences Lab (ACSL) in the Department of Communication Sciences and Disorders at Sacramento State. The Literacy Connection is involved in three ongoing community-based projects that involve practical service learning that is directly tied to our undergraduate curriculum.
- “The Sac State Storytime Connection” trains undergraduate students in our program to provide weekly literacy encouragement through interactive story book reading and associated craft activities to increase concept exposure to low-income children and their families participating in local programs, including Sacramento Food Bank & Family Services (SFBFS) programs. Each child leaves every session with a free book (courtesy of Dr. Roseberry-McKibbin's *Love, Talk, Read* book drive).
- Regular parent training in the area of literacy encouragement is provided biannually in both English and Spanish in a series of four classes designed by Dr. Pieretti and presented by supervised graduate and undergraduate students in our program in collaboration with the Volunteer Parent Education Program at Sacramento Food Bank and Family Services and ASPIRE Public Schools. Parents leave every class with 3-5 free books (courtesy of Dr. Roseberry-McKibbin's *Love, Talk, Read* book drive) appropriate for their child and the topic being discussed (*Reading to Engage, Reading for Sounds, Reading for Words, and Reading to Understand*).
- A website dedicated to literacy materials for families is maintained and updated regularly and can be found at <http://www.csus.edu/hhs/csad/index.html> The site includes “Questions to ask Children When Reading” available in 11 languages, techniques for parents to encourage language and literacy growth at home in several languages, links and resources regarding language and literacy, and red flags indicating the need for language and/or literacy assessment.

Sacramento State Literacy Connection Students: Leaders in Literacy

Summer Storytime!

An independent group of Sac state students committed to promoting literacy in the community. Our team supports the early literacy outreach efforts of the Sacramento Food bank by holding a weekly Storytime and activity.



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The Future Looks Bright: Welcome to Folsom 2206C!



Sacramento State Literacy Connection and Love, Talk, Read: A Partnership for Literacy!



Reinforcing the importance of print in the home...
by using books!



Reinforcing the importance of print in the home.....electronic text and stories with reminders regarding quality selections and limiting screen time!



E-books vs. print? What's better for "learning to read"

Recent (2015) Literature Review:

Roseberry McKibbin, C., Yang, D., Shimoda, N., Pieretti, R.A. (2015, November). *Current Best Practice Strategies in Emergent Literacy for At-Risk Preschoolers: Paper or eBooks?*

Revealed that for preschoolers:

- Print First, then supplement with electronic
- Dialogic reading is still vital (no "babysitting")
- Avoid e-books with too many bells and whistles!
- Can increase the achievement gap if no access to e-books as preschoolers

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But..... just having children's literature available in the home is not enough.....



Many families need education regarding effective strategies to promote early literacy.....



PRACTICAL STRATEGIES TO EMPOWER PARENTS IN THE LITERACY DEVELOPMENT OF THEIR CHILDREN

Christina Derebenskaya & Christina Ibarra



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Encourage Parents to Talk, Talk, Talk!!!

- Many children spend more time watching T.V. than looking at books. Television reduces opportunities to practice and understand language. (Christakis et al., 2009)
- Talk, talk, talk!! Get language going!!!
- Oral language and literacy are inextricable.....
- Talkative parents have talkative kids
- Language development leads to literacy development

Encourage Parents to Talk, Talk, Talk!!!!

Strategies based on those provided by Lisa Harata, M.S., CCC-SLP, Graduate of Department of Speech Pathology and Audiology, Sacramento State

- Promote the importance of face-to-face interaction
- Recognize and respond to the child's signals
- Name objects and actions with words and small phrases
- Use self-talk to describe daily activities
- Expand the child's words and phrases into simple sentences
(e.g., Child says: "Cat." Adult says: "Yes, the **brown** cat." Or "The **brown** cat is **on the chair.**")

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Encourage Parents to Talk, Talk, Talk!!!!

Remind parents and caregivers that language is “everywhere:”

- Mealtime
- Getting dressed
- Riding the bus
- Riding in a car
- Grocery shopping
- The more they talk, the more the “word gap” closes.....Remember:

In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in a working-class family 26 million words, and an average child in a welfare family 13 million words.” (Hart & Risley, 1995)

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Encourage Parents to Talk, Talk, Talk!!!!

Encourage and remind parents to

- Respond to a child's utterances, even if they sound like babbling (e.g., toddler points to a cookie and says "ook." Adult says: "Yes, cookie!")
- Use sentences that are only 1-2 words longer than the phrases their child produces
- Narrate play routines daily (e.g., "the truck is going up," "uh-oh! Here comes the train!")



Encourage Parents to Talk, Talk, Talk!!!!

- These and other ideas for language stimulation in the home have been compiled by Lynda Oldenburg, M.A., and our students over the years.....and are available on our website.....more on that later.....



Where Do I Find the Resources I Need?

The Sac State Literacy Connection

- Student Coordinators: Christina Ibarra/Christina Derebenskaya

The Sacramento State Story Time Connection provides weekly literacy enhancement for low-income children and their families who participate in Sacramento Food Bank & Family Services (SFBFS) programs.....

The group also teaches a series of four parent literacy enhancement training courses in English and Spanish each semester at SFBFS and Aspire Public Schools: Reading to Engage Children, Reading for sounds, Reading for Words, and Reading to Understand

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The Sac State Literacy Connection: The Website

A website dedicated to parent-friendly literacy enhancement:

Sacramento State Literacy Connection:

www.csus.edu/hhs/csad

*Link: Research and Centers/Sacramento State Literacy
Connection*

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A Website Dedicated to Literacy Enhancement

- **Reading to Children questions in 11 languages**

Arabic, Armenian, Chinese, English, Farsi, Hmong, Japanese, Korean, Russian, Spanish, Vietnamese

- **Techniques to elicit language growth at home in several languages**

- **Community links and resources regarding language and literacy**

- **Red flags indicating language/literacy assessment**

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Reading to Children (Goldsworthy, Pieretti, Students, and Community, 2012)

Sample Questions Before Reading:

BEFORE reading a book, look at the pages and pictures and talk..... Ask/Instruct/Help using any that apply:

- a. How do you hold a book? Show me.
- b. Point to the cover, the back of the book (spine), and the author's name.
- c. What's the title of the book?
- d. Who's the author/writer of the book?
- e. What do you think the book is going to be about?
- f. Point to the 1st page of the book.
- g. Point to the 1st word of the book.
- h. Will you turn the pages for me when we read?
- i. Do you have a (dog, cat, anything from the story)/ Have you seen a
(dog, cat, anything from the story)?
- j. Have you seen anything like this before?

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Reading to Children

Sample Questions During Reading:

DURING reading, pause to ask questions..... Ask/Instruct/Help using any that apply:

- a. Where should I read next? (have the child tell you to turn the page)
- b. Where is the page number?
- c. Can you follow what I am reading with your finger?
- d. Where is the first letter in this line/word?
- e. Where is the story happening?
- f. When is the story happening?
- g. What/who does this remind you of?
- h. Why did the character do that?
- i. What do you think is going to happen next?
- j. Have you seen anything like this before?
- k. How does this character feel?
- l. Have you ever felt that way before?

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Reading to Children

Sample Questions for After Reading:

After reading, review the book by talking about the book..... Ask/Instruct/Help using any that apply:

- a. Who was the story about?
- b. Where did the story happen?
- c. When did the story happen?
- d. What happened in the story?
- e. What happened after that?
- f. What else happened?
- g. How did the story end?
- h. Did the character learn anything?
- i. Did the character make good choices?
- j. What did you learn from the story (was there a moral)
- k. What was your favorite part/page?
- l. Which picture did you like best? Which picture did you NOT like the best? Why?
- m. What would you have done if you were in the story?

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Sacramento State Literacy Connection: The Storytime Program

- Storytime is a service learning course which connects the Sac State Communication Sciences & Disorders Department to the Sacramento Food Bank & Family Services.
- Provides undergraduate students with the opportunity to read story books and engage in related crafts with children



Storytime: What do we do?

- Age range varies from birth to 6 years
- Number of children varies (5-15)
- Parents are encouraged to sit with the children on the floor
- We sing nursery rhymes throughout the session
- One sound rich book, one book that tells a story
- Parents and children are engaged in a craft activity about a concept from the story
- Each child leaves Storytime with a free book provided by Dr. Roseberry-McKibbin's Love, Talk, Read program



Reading to children promotes kindergarten readiness!!!

Books courtesy of Dr. Celeste Roseberry-McKibbin and *Love, Talk, Read:*
lovetalkread.com

*Handouts courtesy of Dr. Robert Pieretti and the
Sacramento State Literacy Connection:*

www.csus.edu/hhs/csad

Link: Research and Centers/Sacramento State Literacy Connection



Storytime Statistics

Since 2013...

- 332 student volunteers have been trained

To hold a total of...

- 202 Storytime sessions

Additional Funding for Storytime

- Literacy Connection applied for and received a grant from Phi Kappa Phi during the 2016-17 school year
- Provided funds for craft materials
 - Construction paper
 - Markers and crayons
 - Paint
 - Organizational folders
 - Etc...
- This funding allowed for consistent sustainability of craft activities

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Literacy Connection

Thank you to Phi Kappa Phi for Your Generous Literacy Grant!

Because of Phi Kappa Phi Honor Society, we have craft materials to support Storytime!



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Sac State Storytime Connection Special Events



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Storyline Online: A Good Model for Parents!

- A literacy program sponsored by the Screen Actors Guild
- A collection of videos featuring celebrated actors reading children's books alongside creatively produced illustrations.
- Readers include Viola Davis, Chris Pine, Betty White and dozens more...

A clip of Betty White reading *Harry the Dirty Dog*

<https://www.youtube.com/watch?v=7j0OY3236jw&t=9s>

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Sacramento State Literacy Connection: The Parent Training Program

- Focuses on helping shape attitudes and beliefs regarding child literacy development at home
- Tackles the Q: “What can parents do to help foster language growth?”
- We have developed a series of 4 classes designed to give parents practical strategies and techniques they can use during everyday activities

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Parent Training Program Statistics

Since 2013...

- 96 total sessions held

By...

- 16 graduate instructors
- 61 undergraduate instructors
- 20 support members (to help with curriculum development, administrative tasks, etc.)

Across...

- 3 different sites

AND WE ARE STILL GOING STRONG!

What does it take to get a literacy enhancement program running---formal or informal?

- Reach out to school administrators and organizations that provide resources to families
- Create fliers for families and spread the word! Reminders are a *must*
- Offer tangible incentives if possible
- Provide resources to parents in preschool programs at your sites
- Provide preschool and kindergarten teacher inservices

What does it take to get a program running?

- Recruit student volunteers who have completed at least 1 semester of coursework (with a child language class preferred)
- Bilingual students = 😊
- Train, Train, Train! (orientations, practice sessions, etc.)

Literacy Connection Fall 2017			
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	A	B	C
4	Sacramento Food Bank	(English & Spanish mixed if possible, 2 English speakers OK)	
5	Live scan and orientation required		
6	3333 3rd Avenue, Sacramento CA 95817		
7	Class runs from 10:00-11:00, but students should expect to be present from about 9:30-11:15		
8			
9	Reading to Engage		
10	Thursday, Sept. 21		Contact #
11	Teacher 1	Emma Fox	
12	Teacher 2	Sarah Cruz	
13	Teacher 3 (ONLY if no other available slots)	Aisha Mohammadi	
14			
15	Reading to Recognize Sounds		
16	Thursday, Oct. 12		Contact #
17	Teacher 1	Christina Derebenskaya	
18	Teacher 2	Aisha Mohammadi	
19	Teacher 3 (ONLY if no other available slots)		
20			
21	Reading to Learn New Words		
22	Thursday, Nov 2		Contact #
23	Teacher 1	Emma Fox	
24	Teacher 2	Sarah Cruz	
25	Teacher 3 (ONLY if no other available slots)	Geornest Pamelar	
26			
27	Reading to Understand		
28	Thursday, Nov. 30		Contact #
29	Teacher 1	Yvonne Flores	
30	Teacher 2	Gabby Zepeda	
31	Teacher 3 (ONLY if no other available slots)	Amanique Birk	
32			

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A brief introduction to each of the four parent training classes offered...

Reading to Engage

Reading for Sounds

Reading for Words

Reading to Understand

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Reading to Engage Children

- Low reading skills have been linked to a lack of engaging reading environment at home (Roseberry-Mckibbin, 2013)
- A positive, engaging atmosphere during shared reading can promote increased reading interest and enjoyment for the child (Baker et al., 2001)
- How can parents engage children in the reading experience?

Reading to Engage Children

First, choose fun books!!!

- Choose books with flaps, pop-ups, and colorful pictures....



Reading to Engage Children

Read with *expression*!

- Incorporate voices
- Use gestures to emphasize descriptive features
- Add dramatic pauses to captivate attention
- Emphasize new vocabulary words



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Reading to Engage Children

- Children often like to hear the same stories over and over. Children need 12+ encounters with a word to learn it, so repetition is good (McKeown et al, 1985)

Reading to Engage Children

- Talking about pictures from a story fosters vocabulary growth and development of sequencing and narrative structures.
- This is helpful for all children, but can be very effective for parents who do not read or who do not read in English.
- Make up a story that goes with the pictures using any language
- Have the child identify pictures or you identify them for him/her

Reading to Engage Children

- Finally, encourage parents to occasionally withhold pictures until open-ended questions about each section/page are asked and answered (Beck & McKeown, 2001)
- This promotes active listening and thinking—not just a reliance on pictures
- Show Libby video.....



Reading to Recognize Sounds

Encourage parents to choose books with:

- Alliteration
- Rhyme
- Assonance

Example: The Cat in the Hat or Fox in Socks by Dr. Seuss



Reading to Recognize Sounds

- Teach parents to ask children about the words and sounds in the book or pictures.....(From: *Fox in Socks*)

Count the words in sentences or phrases:

“How many words do you hear?:”

“*socks in box*” (3)

“Point to those words on the page for me.”

Play with syllables/word parts:

“Say ‘something’ without ‘some.’” (thing)

Ask about and model the sounds/letters in words:

“What’s the first sound in ‘blue’?:” (/b/)

“What’s the last sound in ‘fleas’?:” (/z/)

“Point to the letter that makes the /z/ sound.” (s)



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Reading to Learn Words

- A 1988 Study (Hayes and Ahrens) showed that children's books contain nearly 2x the number of infrequently used words than do conversations among college students...suggests that conversation is not a *substitute* for reading
- Learning through exposure
- Learning in context
- Learning by comparison



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Reading to Learn Words

Encourage parents to:

- Stop and discuss interesting or new words in text
 - For “beetle” in *Fox in Socks*, ask “Have you ever seen a beetle? What do they look like? Where do they live?”
- Discuss words that may have more than one meaning (“break”)
- Compare a chosen word to similar words
 - For “socks” in *Fox in Socks*, ask “What are some other clothes?”



Reading for Comprehension

- As previously stated, encourage parents to occasionally withhold pictures until open-ended questions about each section/page are asked and answered
- Also, encourage parents to ask questions about the story and/or the pictures before, during, and after the reading experience
- Instructions for parents on Reading to Children Handout developed by Sacramento State students with Dr. Pieretti and Dr. Goldsworthy in the CSAD 222 Curriculum course

“Reading to children promotes school readiness. Asking children questions about the stories you read helps with this. Here are some specific questions that readers can ask children to get them thinking and talking about stories. Start slow -- point to the pictures and give the answers yourself to begin. Slowly work up to having the child answer the questions when you ask them.”

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Finally.....

- Many parents from low-SES homes are very busy with life's demands
- Encourage them to look at books with their children daily, or as often as possible
- Remind them that 5-10 minutes can make a big difference
- Reading Partners data indicates that for every 26 hours of one-to-one support, a child can gain a whole year in their reading skills.....Parents need to know this!

Thank you, and please empower parents to enhance literacy in the home by spreading the word!



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