



► GREEN COLLABORATES WITH EXTERNALLY FUNDED PROJECT IN MORPHOLOGICAL AWARENESS..... 2



► CSD GRADUATE RESEARCHERS TO PRESENT FINDINGS AT REACH WEEK AND KSHA..... 3



► PARENT-CHILD LANGUAGE GROUP THERAPY PROGRAM FOR TODDLERS..... 4

Communication Sciences & Disorders

○ ISSUE 3 | ○ VOLUME 1 | ○ SPRING 2014



Research *focus*

ADVANCING KNOWLEDGE THROUGH INVESTIGATION, IMPROVING LIVES BY ADDRESSING THE NEEDS OF INDIVIDUALS IN OUR COMMUNITIES & PLANTING THE SEEDS FOR A SUCESSFUL FUTURE.

Centipoise* Matters!

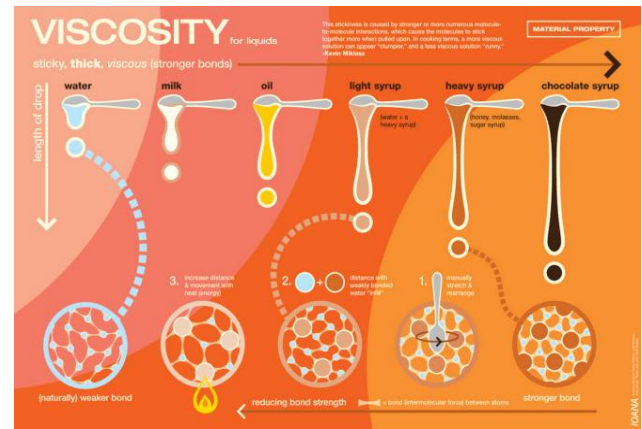


*centipoise:
unit of
dynamic
viscosity



Dr. Barbara Brindle is currently conducting a study of the viscosity of naturally thickened beverages. Over the past 20 years, artificially thickening liquids has been a common compensatory strategy for

individuals with dysphagia. However, patient noncompliance has been an issue in large part due to inconsistency in levels of the liquids' viscosity and dislike of the taste or texture of the thickened liquids. Additionally, it has been observed that patients who refuse artificially thickened liquids would tolerate naturally thickened liquids such as buttermilk, fruit nectars and smoothies. The purpose of the current study is to ascertain the consistency of viscosity of naturally thickened liquids over the period of a typical mealtime and develop a database. Given variations between brands,



development of a database delineating the specific viscosity of each brand of commonly available beverages should provide a useful tool for speech language pathologists and others working with dysphagic patients.

The preliminary database provides useful specific viscosity information to SLPs who wish to apply a successive approximation approach to the reduction of viscosity in beverages.

Moore Investigates Predictive Admission Criteria

Dr. Mary Lloyd Moore has recently published her dissertation entitled Predictive Admission Criteria in Graduate Programs in Speech Language Pathology. Her study examines the extent to which prediction of success on the PRAXIS could be determined. Graduation of qualified alumni who can pass the Praxis exam is an essential outcome of all graduate programs in speech language pathology. This study was a quantitative analysis of pre-existing

post-secondary data from three state-supported institutions in Kentucky. Data were analyzed to determine the extent to which selected independent variables were able to predict success on the Praxis. These variables included ACT scores, two-year GPA, four-year GPA, GRE-Total, GRE-Verbal, GRE-Quantitative, GRE-Writing and Graduate GPA. Descriptive statistics, correlations and multiple regression techniques were used to analyze the data.

Correlations suggested statistically significant positive relationships for most variables. The results of stepwise multiple regression indicated that 34% of the variance in predicting success on the Praxis exam could be explained by four variables: GRE-T, GRE-Q, four-year GPA and GRE-W. To read her full dissertation visit <http://digitalcommons.wku.edu/diss/52/>





Spotlight on Local & Global Partnerships



Green Shares in Collaboration for Funded Project



Kim Green and Dr. Jie Zhang
(Professor in the Education Department) are conducting research funded by a WKU

RCAP grant and a Spencer Postdoctoral Fellowship. Their research investigates the mechanism by which morphological awareness boosts vocabulary acquisition and reading comprehension in children's first (L1) and second language (L2). The study will provide information regarding English vocabulary development for both English speakers and English language learners.

Researchers will collect data at four local elementary schools and two middle schools. They anticipate recruiting approximately 300 elementary students (150 L1s; 150 L2s) and 300 middle school students (150 L1s; 150 L2s). The results are expected to guide vocabulary and reading instruction for both native English speakers and English language learners.



Shackelford Partners with Local Law Enforcement

Western Kentucky University researchers are bringing together an advisory team that will develop a training curriculum designed to assist police officers in encounters with traumatic brain injury survivors. There is overlap between signs of intoxication and signs of traumatic brain injury (TBI), and telling them apart under stressful conditions is not a simple matter. Law

enforcement officers who encounter TBI survivors must differentiate these conditions, yet training in TBI is not commonly available to officers. In fact, a number of recent legal actions have resulted from confrontations between police and military veterans with TBI who were exhibiting what was erroneously thought to be intoxication or suspicious

behavior. Mandatory training in TBI for law enforcement agencies often results from these legal actions. This research project is a proactive response to this phenomenon. We are developing a cross-disciplinary team of professionals with expertise in TBI, social/behavioral science, law enforcement, and military veteran affairs who will

collaborate to create and disseminate a training curriculum. The curriculum will be designed to increase law enforcement officer awareness of TBI signs, their ability to differentiate TBI from conditions with which it is often mistaken, and their ability to effectively manage an encounter with TBI survivors in the community.

Students & Faculty to Pilot Literacy Project in Belize

In 2013, five CSD students participated in the Impact Belize Service Learning Course in Gales Point, Belize. These students were able to observe and take preliminary data regarding current educational practices, specifically in the area of language and literacy development.

In 2014, four CSD students participated. They were able to build on this foundation to promote literacy knowledge within the village and gain deeper insight. Students met with both teachers and villagers.

Teachers in Gales Point expressed challenges with literacy including limited vocabulary, decoding words with increased complexity, and overall comprehension. Villagers indicated a number of challenges related to limited parental support with homework due to low literacy levels. They suggested that a reading center be established in the village to help address issues with literacy.

Guess what we are doing in 2015?!? Literacy Center. BOOM! Impact Belize.



Larissa Lumbrich & Melinda Phares (Belize 2013) collect preliminary data with village children using the Goldman Fristoe Test of Articulation.



Graduate Researchers to Present at REACH Week

REACH Week is dedicated to students who have engaged in research, creative endeavors, and other scholarly activities at WKU. The spring semester event is scheduled for **March 17 – 22, 2014**. Events include a public address by a keynote speaker, showcases of scholarly activity by colleges and other campus programs, and a student conference. **For more information go to <http://www.wku.edu/research/celebrate.php>**.

Please join me in congratulating this years' graduate researchers on their inspiring intellectual pursuit! **Sarah Nale** will be presenting preliminary findings of a pilot project that she and her faculty mentor (Dr. Jo Shackelford) completed in the Fall. **Emily Smith** will be presenting on-going pilot research evaluating comprehensive exam preparation for graduate CSD students. See below for more information from these phenomenal graduate researchers!

Nale to Present Findings at KSHA

Sarah Nale analyzed the results from a pilot project considering the overlap in signs of alcohol intoxication and TBI along with the potential lack of law enforcement officer training in TBI. Distinguishing the mimicking signs of alcohol intoxication and TBI under stressful conditions can be problematic for officers. There have been a number of military veterans with TBIs who have

been mistaken by officers as intoxicated or exhibiting suspicious behavior. Pre- and post-tests requiring identification of alcohol intoxication and/or TBI signs were conducted with 85 officers. Subjects' scores showed significant improvement with three out of the four alcohol intoxication only signs, perhaps indicating that officers' learned that these

signs do not overlap the two conditions. The results showed a statistically significant increase in total post-test scores suggesting that training is effective.

Sarah will also present this information at KSHA. Dr. Jo Shackelford serves as her Faculty Mentor.



Smith Evaluates Comprehensive Exam Preparation



Emily Smith is currently engaged in a pre-test post-test non-experimental mixed-methods study designed to gain information on how graduate students in CSD learn best to prepare for comprehensive examinations such as the Praxis in speech language pathology. The study will help determine whether comprehensive examination preparation yields improved scores, and will

evaluate student perceptions of the benefit of the pilot preparation program. The study will be comprised of a demographic survey, pre-test and post-test administration, and six Praxis preparation sessions throughout the Spring 2014 semester. Comparison of pre-test and post-test means will indicate efficacy of the training sessions for Praxis

preparation. Analysis of themes identified in student reflections will allow examination of best learning methods and students' views on program value.

Emily, along with Malissa Centers and Heather Stearns, will present this information at KSHA as well. Janice Smith serves as their Faculty Mentor.



November 20–22, 2014
Orange County Convention Center
Orlando, Florida

http://www.asha.org/Events/Convention/Call-for-Papers/?utm_source=asha&utm_medium=superfeature&utm_campaign=callforpapers

Access the **Call for Papers** submission system.

The deadline to submit a proposal to the Call for Papers for the 2014 ASHA Convention is Tuesday, April 8, 2014, (11:59 p.m., Pacific).



Submit your proposals for this year's ASHA Convention by April 8th! Remember to **TELL YOUR STUDENT RESEARCHERS** so that they don't miss the deadline for their proposals!

Parent-Child Language Group Therapy Program for Toddlers



Caroline Hudson & Allison Hatcher have developed curriculum for a new parent-child group therapy program, **Little Topper Time**. The group is designed for young children with and without language disorders and their

caregivers. Participating families were assigned a student clinician to observe, implement treatment strategies and facilitate themed activities. Program supervisors investigated whether a parent-child group therapy program for parents of toddlers with and without language delays is associated with changes in interaction between children and their parents. Program supervisors and student

clinicians worked to empower parents and caregivers to have more positive feelings about supporting their child's language development after participation in Little Topper Time. Parent education was key in helping families increase self-confidence in their ability to use strategies to support their child's language development.

Caseload v. Workload Model

Dr. LeighAnne Roden & Denisha Kirby (Rank 1 Graduate Student) are designing a survey research project to assess school SLPs knowledge and perceptions of a Caseload v. Workload model of practice. The question of service delivery models within the school setting

has been a recurring conversation between SLPs. In 1993, ASHA recommended a maximum caseload size of 40 for school SLPs. Kentucky's maximum caseload is currently 65 students. According to the 2012 Schools Survey provided by ASHA, Kentucky's average

caseload is 52 students, which is still higher than the recommended 40 students. Qualitative data will also be collected on one SLPs experience with switching from the traditional caseload model to the workload model.

Rapid Assessment of Problem Solving in Neurotypical Children

Janice Carter Smith is currently completing her dissertation research regarding the rapid assessment of problem solving in typically developing (neurotypical) children. This research analyzes pre-existing data from a de-identified dataset that was collected during the course of students' typical research methods instruction at WKU. During the course of

instruction students learned to de-identify participants, collect and code data while administering a novel-to-them assessment. Her study proposes to analyze this dataset in order to evaluate the Rapid Assessment of Problem Solving (RAPS) use with children from age 5:1 to 17:11 for normative levels. The RAPS is an easily administered and scored

clinical measure of problem solving ability. It is based on Mosher and Hornsby's 20 Question Task, but has been modified to be user-friendly in settings where assessment time is limited and patient populations may be hard-to-test (Marshall et al., 2003). The RAPS has been applied to measurement of problem solving in a variety of cognitively impaired adult populations including those

with traumatic brain injury, schizophrenia, bipolar disorder, generalized anxiety disorder and severe depression. Unfortunately, there are currently no published studies using the RAPS with children.

Once this study is completed, Smith intends to pursue the use of the RAPS to assess and develop instruction for children with autism.

Research GRANTED



Dr. Jo Shackelford was awarded an RCAP grant for \$15,800.00 to develop a training curriculum designed to assist police officers in encounters with traumatic brain injury survivors. See page 2 for more detail. Join me in congratulating Dr. Shack on her accomplishment!

In the Popper...

 *Janice Smith*

Comparison study of problem solving ability in children with and without autism using the Rapid Assessment of Problem Solving for Children. This study will develop new leveled problem solving boards.

 *Leisa Hutchinson*

Case study to assess the effectiveness of intensive intervention using factory settings on the Springboard Light to improve access to vocabulary for one involved child.

 *Kimberly Green*

Review of how SLP students are prepared for addressing culturally and linguistically diverse populations.

 *Ashley Fox*

Literature review and curriculum development for ASL courses.



For more information Contact: Janice Smith & Research Coordinator & 270-991-4973