

Topics in Language Disorders April-June 2022

Author Disclosures

TLD2220 - Pediatric language assessment and intervention using a telepractice service delivery model

This learning activity combines 5 articles in the *Topics in Language Disorders* journal, April-June 2022 issue. Please refer to the article titles and author disclosures listed below.

Article Title: “Preparing Speech-Language Pathology Graduate Students for Effective Telepractice: Recommended Knowledge and Skills”

Article Disclosure:

Portions of this manuscript were presented as an oral session at the 2021 Council of Academic Programs in Communication Sciences and Disorders Conference, virtually.

Funding Disclosure: Dr. Lowman received grant funding from Office of Special Education Programs, U. S. Dept. of Education.

Author Disclosures:

Joneen Lowman, PhD, CCC-SLP

Financial: Dr. Lowman receives a salary from the University of Kentucky. Portions of this work originate from grant funding Dr. Lowman received from the U.S. Department of Education, Office of Special Education Programs H325K160050. Duration 2016-2022.

Nonfinancial: Dr. Lowman is an associate professor at the University of Kentucky. She is the Director of the Center for Teacher, Education and Research (CTERO). Her teaching and research interests are related to school-age language disorders, telehealth support personnel, and telehealth implementation. She was the 2020-2022 Coordinator for the American Speech-Language Hearing Association, Special Interest Group 18-Telepractice.

Judy Walker, PhD, CCC-SLP

Financial: Dr. Walker is a salaried employee at The University of Maine. She has grant funding from the University of Maine, Research Reinvestment Fund to support research investigating the expansion of telehealth in rural Maine schools.

Nonfinancial: Dr. Walker is a professor at The University of Maine. In addition to teaching courses and conducting research related to telepractice, Dr. Walker is the Coordinator of The University of Maine, Speech Therapy Telepractice Graduate Student Training Program.
K. Todd Houston, PhD, CCC-SLP

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Financial: Dr. Houston received funding from the Office of Special Education Programs, U.S. Department of Education; Dr. Houston receives royalties from three books published by Plural Publishing; and Dr. Houston is a Founding Partner and Chief Executive Officer (CEO) of the 3C Digital Media Network, LLC.

Nonfinancial: Dr. Houston is the Co-Chair of the Topic Area Committee for Telepractice for the 2022 Convention of the American Speech-Language-Hearing Association (ASHA).

Article Title: “Online Language Assessment of School-Age Students”

Course Content Disclosure:

Dr. Ellen Stubbe Kester disclosed that the *Difference or Disorder* book is mentioned in the article and that she receives royalties from book sales.

Author Disclosures:

Ellen Stubbe Kester, Ph.D., CCC-SLP

Financial: Dr. Ellen Stubbe Kester is the author of *Difference or Disorder*, a book that is mentioned in the article. She receives royalties for sales of the book.

Nonfinancial: Dr. Ellen Stubbe Kester has no nonfinancial disclosures.

Article Title: “Entering the Digital Therapy Room: Best Practices for Telepractice Interventions with School- Age Clients”

Author Disclosures:

William Bolden III, MA, CCC-SLP

Financial: Mr. Bolden is a salaried employee at Kent State University.

Nonfinancial: Mr. Bolden is employed by Kent State University as a project coordinator/eSLP.

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Financial: Dr. Grogan-Johnson is a salaried employee at Kent State University.

Nonfinancial: Dr. Grogan-Johnson is a professor at Kent State University. She directs the School-Based Speech-Language Telepractice Project and teaches courses in pediatric and adult language disorders. Dr. Grogan-Johnson’s research interests are related to the effectiveness of school-based telepractice intervention. She presents on telepractice and school-based language intervention.

Article Title: “Using Animated Action Scenes to Remotely Assess Sentence Diversity in Toddlers”

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This work was funded by National Institutes of Health-National Institute on Deafness and Other Communication Disorders Grant #R01DC016273. Recipients: Elizabeth Norton, PhD and Lauren Wakschlag, PhD and National Institute of Mental Health Grant #R01MH107652. Recipient: Lauren Wakschlag, PhD.

Author Disclosures:

Windi Krok, Ph.D., CCC-SLP

Financial: Dr. Krok disclosed that grant funding was received for this article from the National Institutes of Health- National Institute on Deafness and Other Communication Disorders R01DC016273 Recipients: Elizabeth Norton, PhD and Lauren Wakschlag, PhD.

Nonfinancial: Dr. Krok is a Visiting Assistant Professor of Speech and Hearing Science at University of Illinois Urbana-Champaign, Her research primarily focuses on two major aspects of early grammar and syntax development: a) examining how input factors enhance learning of language structures; and b) identifying clinical indicators of language disorder. Her 11+ years of clinical work with preschool and school-aged children have highlighted the importance of clinically-relevant research that leads to the development of more effective evidence-based early identification and treatment techniques.

Elizabeth S. Norton, PhD

Financial: Dr. Norton received funding by National Institutes of Health-National Institute on Deafness and Other Communication Disorders - R01DC016273.

Nonfinancial: Dr. Norton is an assistant professor in the department of Communication Sciences and Disorders at Northwestern University. Her research focuses on understanding the brain and behavioral basis of typical reading and language development, as well as neurodevelopmental disabilities, including dyslexia, developmental language disorder, and autism. She currently leads 3 NIH-funded research studies.

Mary Kate Buchheit, B.A.

Financial: Mary Kate Buchheit has no relevant financial relationships to disclose.

Nonfinancial: Mary Kate Buchheit is a master’s student in the Speech-Language Pathology program at Vanderbilt University. She completed her Bachelor of Science in Speech and Hearing Science under the advisement of Dr. Pamela Hadley at the University of Illinois at Urbana-Champaign. She completed her undergraduate honor’s thesis on the feasibility of the Sentence Diversity Priming Task.

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Financial: Emily Harriott has no relevant financial relationships to disclose.

Nonfinancial: Emily Harriott is a doctoral student in the Neuroscience Graduate Program at Vanderbilt University, advised by Dr. Laurie Cutting. She completed her Bachelor of Science under the advisement of Dr. Elizabeth Norton at Northwestern University, double majoring in Communication Sciences & Disorders and Neuroscience. Her research interests include the behavioral and neural predictors of language development/disorders and reading acquisition/dyslexia.

Lauren Wakschlag, Ph.D.

Financial: Dr. Wakschlag received funding by National Institutes of Health-National Institute on Deafness and Other Communication Disorders - R01DC016273. Recipients: Elizabeth Norton, PhD and Lauren Wakschlag, PhD, and National Institute of Mental Health Grant #R01MH107652. Recipient: Lauren Wakschlag, PhD.

Nonfinancial: Dr. Wakschlag is a developmental/clinical psychologist and focuses on how early development shapes mental health pathways. She has generated the first developmentally-sensitive toolkit to enhance early identification of mental health problems, via differentiation of normative misbehavior of early childhood from preschool disruptive behavior. These tools are used to pinpoint corollary neurodevelopmental atypicalities. Current work focuses on the neurodevelopment of irritability as shared substrate of common childhood-onset mental disorders and is elucidating prenatal origins of disease pathways to discover the patterns of brain:behavior atypicality associated with adverse prenatal exposures. and move the dial of mental health prevention earlier in the disease sequence.

Pamela A. Hadley, Ph.D., CCC-SLP

Financial: Dr. Hadley received from National Institutes of Health-National Institute on Deafness and Other Communication Disorders - R01DC016273, Recipients: Elizabeth Norton, PhD and Lauren Wakschlag, PhD.

Nonfinancial: Dr. Hadley is Professor and Head of Speech and Hearing at the University of Illinois Urbana-Champaign. She is a Fellow of the American Speech-Language-Hearing Association and has been Principal Investigator or Co-Investigator on numerous grants from the National Institutes of Health and the National Science Foundation. Dr. Hadley's program of research focuses upon improving the identification of young children at-risk for developmental language disorders and the development of effective, evidenced-based early grammatical interventions.

Article Title: "School-Based Telepractice Assessment (STA): Guidance for evaluating school-based speech-language telepractice service delivery"

Author Disclosures:

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Financial: Dr. Lundblom receives a salary from the University of Pittsburgh.

Nonfinancial: Dr. Lundblom has no relevant nonfinancial relationships to disclose.

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Financial: Ellen Cohn receives salary from the University of Pittsburgh and the University of Maryland Global Campus. She receives speaking fees from conference, and book royalties from Telerehabilitation (Springer UK) and Tele-AAC (Plural Press).

Nonfinancial: Ellen Cohn is a member and past director of the American Telemedicine Association. She is an ASHA Fellow and was the founder of the ASHA Special Interest Group # 18 on Telepractice. She is a committee member of the MidAtlantic Telehealth Resource Center (MATRC) annual conference, and editor of the International Journal of Telerehabilitation.

Lyn Tindall Covert, PhD, CCC-SLP, ASHA Fellow

Financial: Dr. Covert is an adjunct instructor at the University of Kentucky and receives compensation for teaching classes.

Nonfinancial: Dr. Covert is affiliated with the Department of Communication Sciences and Disorders, College of Health Sciences, University of Kentucky. She is a retired speech-language pathologist and rehabilitation coordinator from the Department of Veterans Affairs Medical Center in Lexington, KY. She has 30 years of experience using telecommunication technology to deliver speech and language services to veterans in satellite clinics and their homes. Dr. Covert was a founding member of ASHA's Special Interest Group 18, Telepractice, and served as the first editor of SIG 18 Perspectives. She is also a past coordinator of SIG 18. She has published numerous articles and chapters on telepractice. Dr. Covert's primary interests include safety and security of clients using telepractice to receive services.