

**International days
Speech Language
Pathology &
Audiology
2020**

3.03.2020 – 4.03.2020

Thomas More University of Applied
Sciences, Belgium

Tuesday 3.03.2020

Staff day

9:30

Welcome & introduction

STA 3.19

9:45-11:00

Key Note

STA 3.19

The early reading and writing for Mandarin Chinese children

Prof. Pao-chuan Torng, National Taipei University of Nursing and Health Sciences, Taiwan

This presentation aims to share with the staff the emergent Literacy (early reading and writing) clinical research conducted in the remoted area Nantou in Taiwan. Two areas of research will be presented, including the share book reading research and the table game for word recognition research.

The reading and writing system of the Mandarin Chinese will be first discussed followed by the problems faced by the children with reading and writing disorders. The importance of Mandarin Chinese word recognition will be stressed and the methods for improving word recognition will be discussed. In addition, the visual language will be emphasized.

11:00-11:15

Break

11:15-12:30

Key Note

STA 3.19

Health Care in SLP

Drs. Judith Damian, University of Santo Tomas, Philippines

This presentation is an introduction and broad overview of the Philippines and the health care service delivery in the Philippines. A brief history of Speech-Language Pathology in the Philippines will be discussed. The presentation will also show the importance and relevance of including this course for undergraduate Speech-Language Pathologist students in the University of Santo Tomas (UST). Sample of the course plans and outcomes will be discussed.

OUTLINE and OBJECTIVES:

Historical Background: A brief introduction of the Philippines

- Develop an understanding of Philippine history and its impact on the economic, social, political, and cultural development of the Philippines at present and amidst global development.

Historical Background: SLP in the Philippines

- Develop an appreciation of the history of Speech-Language Pathology education and practice in the Philippines.

Introduction and Discussion of the course SLP 10410: Healthcare in SLP

- Appreciate the relevance of this course to undergraduate SLP students in UST

- Describe the contents of the course plan in relation to the course objectives
- Understand the importance of this course in relation to two (2) elective courses: public health and interprofessional education, and in preparation for the core course in community-based rehabilitation.

12:30-13:30

Lunch
Entrance hall STA

International lunch offered by the SLP&A department

13:30-14:45

Key Note
STA 3.19

Descriptive Researchers in the University of Santo Tomas – Department of Speech-Language Pathology

Mrs. Czarina Maximo, University of Santo Tomas, Philippines

Filipino SLPs resort to using Western-based data in clinical practice because of the absence of normative data in the local context. However, these data pose cultural and linguistic biases and are not applicable with the Filipino clientele. This is why the Department of SLP came up with several descriptive, cross-sectional studies and/or secondary-data analysis that aimed to document certain speech and language skills of typically-developing children in Metro Manila.

After obtaining approval from the Ethics Review Committee, the researchers utilized similar methodology from elicitation training, recruitment, screening and data gathering. Personal narratives were elicited from the participants and these were orthographically transcribed. These transcriptions together with the audio-recording samples became the basis for further analysis to answer the research questions identified by each group. The following were the communication skills investigated by the department.

- phonological development (phonetic inventory, speech sound changes, percentage of correct consonants)
- personal narratives (macro- and microstructure)
- speech intelligibility (perceptual and objective measurements)
- syllable structure
- lexical diversity
- vocabulary development

Results showed similarities and differences with previous researches which highlight the importance of obtaining normative data that would guide the assessment and management of communication disorders in the Philippines. The protocols that were developed for elicitation and analysis can be easily adapted by SLPs in clinical practice. Moreover, the results prompted more researches in communication in terms of topics such as fluency and clausal development and in terms of participants (3-year, 5-year, 6-year, disordered population). Lastly, the results can be used to develop screening and assessment tools specific to Filipino children.

14:45-15:00

Closing summary

Wednesday 4.03.2020

Student day

9:00

Welcome & introduction

STA 2.06

9:15-10:30

Key Note

STA 2.06

Clinical Evaluation and Management of Adults with Dysphagia

Drs. Judith Damian, University of Santo Tomas, Philippines

This presentation is an introduction to Dysphagia (Swallowing disorders) for Speech-Language Pathology undergraduate students. The presentation provides an overview of the clinical evaluation as well as the management of adults with dysphagia.

OUTLINE and OBJECTIVES:

Clinical Evaluation of Adults with Dysphagia

- Describe the rationale for early detection of swallowing disorders
- Review the main components of the clinical evaluation of swallowing in adults

Imaging Swallowing Examinations: Videofluoroscopy and Endoscopy

- Explain why it is important to image the swallowing mechanism and evaluate swallow function with an imaging study. List some basic guidelines to help determine whether any imaging swallowing examination is indicated
- Describe the basic components and potential modifications of a fluoroscopic swallowing examination and an endoscopic swallowing examination

Management of Adults with Dysphagia

- Describe some of the basic differences between compensation strategies and rehabilitation strategies. Tell how this distinction applies to specific therapy techniques.
- Describe the impact of various therapy techniques on the swallowing mechanism.

10:30-11:00

Break

11:00-12:30

Key Note
STA 2.06

**Phonological Development of Filipino-Language Dominant
Four-Year Old Children in Metro Manila**

Mrs. Czarina Maximo, University of Santo Tomas, Philippines

Background: Speech-language pathologists (SLPs) assess the articulation skills of children who may have speech sound disorders by obtaining a phonemic inventory and documenting the error patterns produced. Due to lack of Filipino-based norms, Filipino SLPs tend to depend on norms established abroad. Review of available studies indicated Filipino speakers couldn't use these norms due to cultural and linguistic biases.

Objectives: The study aimed to document the phonological development (i.e. consonant phonemic inventory and phonological changes) of one hundred (100) typically-developing Filipino-language dominant 4 to 4-year and 11-month old children in ECCD-monitored public daycare centers in Metro Manila, and to describe the correlation of factors affecting a child's phonological development.

Methods & Procedures: Connected speech samples were obtained from the participants. The speech samples were recorded, transcribed and analyzed to identify the participant's phonemic repertoire and phonological changes. Descriptive, analytic, and cross-correlational analyses were also used to identify differences in performance brought about by factors (i.e., age, sex, parental educational level, and socio-economic status).

Results and Conclusions: All Tagalog phonemes were produced in the sample. Those that were mastered (produced by at least 75% of the sample in at least 2 syllable positions) include plosives /p, t, k, b, d, g/, liquids /l, r/, fricatives /h, s/, nasals /m, n/, and glides /w, j/. The most frequently occurring phonological changes were stopping and palatalization. Patterns unique to our sample were mostly due to language difference. There was no significant relationship between the factors and the phonological development.

Keywords: speech sound disorders, phonological disorders, speech-language pathology

Learning Objectives:

At the end of the discussion, the listeners will be able to:

- Discuss the elicitation of the connected speech sample by obtaining a personal narratives to assess the articulation and phonological skills of children.
- Describe phonological skills in terms of phonetic inventory, speech-sound changes and percentage of correct consonants.
- Recognize the value of research in the advancement of the SLP practice in general.
- Exhibit beginning skills in conducting formal research (identifying research problems to presentation)

12:30-13:30

Lunch

Students can have their own lunch

13:30-15:00

Key Note

Emergent Literacy for Children with Language Delay

Prof. Pao-chuan Torng, National Taipei University of Nursing and Health Sciences, Taiwan

This presentation aims to share with the students an early reading program for children with language delay in the remote area in Nantou, Taiwan. Emergent Literacy is an important issue for the language development for children from zero to six. Two important issues, the experience of early literacy and the knowledge of early literacy are the basic foundations for children to build up their future reading and writing skills.

In the remote area in Nantou, Taiwan, some parents with children with language delay have encountered difficulties with providing good reading habit, experience and knowledge for their children with language delay. Our department clinical team has therefore provided these parent and children during winter and summer vacation an intensive early reading program to facilitate their early reading skills.

In this presentation, the definition of children with language delay used in Taiwan profession will be first discussed. Followed by the experience of early literacy, that is, what are the parents' needs for providing their children with reading skills. Finally, the therapeutic techniques will be illustrated. These therapeutic techniques include 1. how to choose a good picture book for children, 2. how to share reading with children, and 3. what language skills can be implemented during share book reading.

Bio - presenters



Pao-chuan Torng, Ph.D.,CCC-SLP

Associate Professor and Chair of Department of Speech Language Pathology and Audiology, National Taipei University of Nursing and Health Sciences

Pao-chuan Torng graduated from University of Illinois at Urbana Champaign, Department of Speech and Hearing Sciences. She is now the associate professor and Chair of the Department of Speech Language Pathology and Audiology, National Taipei University of Nursing and Health Science. Her research focuses on the child language development and disorders, articulatory and phonological disorders and Speech Sciences.



Judith A. Damian, M.S., CCC-SLP, CDP, CSP-PASP

Chair of Bachelor of Science in Speech-Language Pathology, College of Rehabilitation Sciences, University of Santo Tomas, Philippines

Judy Damian is the second Filipino to obtain the Bachelor of Science degree in Speech Pathology (cum laude) from the University of the Philippines, School of Allied Medical Professions (now known as UP CAMP) in 1984. After graduating, she taught SP courses in UP for one year and then left for the United States to pursue her post-graduate studies. She obtained her Master of Science degree in Speech-Language Pathology from Boston University, Sargent College of Rehabilitation in Boston, Massachusetts in 1987. She completed her CFY in New Medico Head Injury Systems in Lynn, Massachusetts and obtained her Certificate in Clinical Competence in Speech-Language Pathology (CCC-SLP) as a board certified member of the American Speech-Language-Hearing Association (ASHA) in 1988.

Judy is a California licensed Medical Speech-Language Pathologist with 32 years of extensive experience in adult rehabilitation in direct patient care and management in a variety of health care settings such as acute hospitals, outpatient clinics, rehab centers, and skilled nursing facilities. She has specialties in gerontology, adult dysphagia, and adult neurogenic cognitive-communication disorders. She is a registered MBSImp Clinician[®]™ with expertise in Videofluoroscopic Swallowing Study (Modified Barium Swallowing Studies) and a certified VitalStim[®] therapy provider of Neuromuscular Electrical Stimulation for the treatment of

dysphagia. She is also a Certified Dementia Practitioner® and a Certified LSVT LOUD® Clinician (Lee Silverman Voice Treatment).

Judy has provided clinical teaching, supervision, and mentoring to graduate SLP students and ASHA Clinical Fellows in Massachusetts and California. She has presented educational sessions to other healthcare professionals and physicians on varied topics related to adult dysphagia and cognitive-linguistic deficits in the USA and locally.

Judy currently serves as the Chair of the Department of Speech Language Pathology at the College of Rehabilitation Sciences in the University of Santo Tomas. She teaches undergraduate courses in adult language disorders, diagnostics, and healthcare in SLP. Judy is currently a member of the Board of Trustees of the Philippine Association of Speech Pathologists (PASP). She is also currently working on her dissertation to complete her PhD degree in Philippines Studies/Medical Anthropology in the University of the Philippines.



Czarina Maximo, M.S

Instructor of Bachelor of Science in Speech-Language Pathology, College of Rehabilitation Sciences, University of Santo Tomas, Philippines

Czarina Maximo has been a practicing SLP for 18 years after graduating Cum Laude with the Degree of Speech Pathology from the University of the Philippines. After graduation, she became a part-time faculty member in UP Manila - College of Allied Medical Professions and a SLP consultant in two special schools. After three years, she resigned from UP and the special schools to put up a clinic which providing speech-language and occupational therapy services together with her colleagues. After three years, she worked in the California, U.S. as a language, speech and hearing specialist for six years while completing her masters from Nova Southeastern University. She had to go back to the Philippines in 2008 because of visa issues. At present, she works as a lecturer in University of Santo Tomas and as a consultant and clinic part-owner at Learning Train Center.