ABOUT THE ASIAN INDIAN CAUCUS (AIC)

The Asian-Indian Caucus (AIC) is one of the six multicultural constituency groups of the American Speech Language and Hearing Association (ASHA). The AIC was established in 1994 to address the professional, clinical and educational needs of persons of Asian Indian origin residing in the United States in the area of communication sciences and disorders. Asian Indians, otherwise known as South Asians, refer to persons who trace their origin to the Indian subcontinent, including, but not limited to the following countries (in alphabetical order): Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka.

AIC has the following objectives:

❖ To serve as a resource to meet the needs of clients of Asian Indian origin.
❖ To provide a forum for interaction and collaboration among clinicians, researchers, and students of Asian-Indian origin in the field of communication sciences and disorders.
❖ To promote initiatives to increase the body of knowledge pertaining to Asian-Indian individuals as it relates to the field of communication sciences and disorders, and to compile and disseminate this body of knowledge.
❖ To enhance cultural competence among ASHA-certified professionals and increase cultural sensitivity regarding Asian Indians.
❖ To serve as a networking and mentoring resource for the general ASHA membership serving individuals of Asian-Indian origin with communication disorders.

Want to know more about the Asian Indian Caucus? Like us on our Facebook page: http://goo.gl/kgCqK
Or scan the code on the left,
Or join our group to connect with people: http://goo.gl/wWZoP
Dear AIC Members,

It has been a pleasure serving as the President of this very dynamic Asian Indian Caucus over the past two years. I couldn’t have achieved the goals we set ourselves every term without the very able, effective and efficient support of the Executive Board Members – Monica and Nandhu (Vice presidents), Balaji (Secretary), Prabhu (Webmaster), Aparna and Ranjini (Editors).

Over the past year we have made significant changes to how AIC functions. We have been conducting phone conferences every month and Balaji has meticulously kept minutes of every meeting to ensure that the current and future executive board has a history of how and why decisions were made.

AIC is now a non-profit organization with a Tax ID number thanks to the hard work of Arun K. Biran (past secretary). A bank account and PayPal system has also been established to ensure that an efficient and seamless system is maintained to track monies acquired and spent. I do hope you all will take advantage of the new online payment system and pay your membership dues as soon as possible. Your membership dues last year were utilized for vital projects such as acquiring the non-profit status.

We have begun electronic polling on any issue that requires the entire member base to respond. This is in response to your feedback last year to ensure that all voices of the member base are heard and not only the opinion of those to come to AIC-ASHA meetings. Through one such polling – we have established the logo for the AIC. A big thank you to all those who voted electronically exercising your rights as members.

Thanks to Prabhu and Monica, we have established our Facebook page. This has begun conversations and connections among AIC members that are vital to maintain the energy of this caucus. In addition, to keep the momentum going, Prabhu has created a smart phone QR scanable code that you can see on our newsletter and Facebook page. I encourage those who have smart phone to scan the code and LIKE the AIC Facebook page. I also wish to thank Aparna and Ranjini for this very informative and well-designed annual newsletter.

I hope to continue assisting AIC in any capacity possible. Once again it has been a pleasure serving as the President of AIC. Namaste!

Deepa

From the President:

Deepa Aier,
Ph.D., CCC-SLP

ASHA CONVENTION 2012 AIC ALERT: Please attend the Asian-Indian Caucus Meeting at the American Speech-Language-Hearing Association Convention 2012 in Atlanta, GA

Date/Time: Friday, 16 Nov 2012, 12.30—1.30 PM
Location/Room: Omni CNN Center, South Tower, Atrium Level, Spruce Room, Near Georgia World Congress Center
Welcome to the 2012 issue of ASHA KIRAN!

First and foremost, we are grateful to the Board Members - President Deepa J. Aier, Vice President (Professional Development) Monica Sampson, Vice President (Public Relations), Nandhu Radhakrishnan, Secretary, Balaji Rangarathnam, and Web Coordinator, Prabhu Eswaran for providing their input on the content and format of the newsletter. We hope that you find this edition of the newsletter informative and the contents interesting.

This year’s “Spotlight” section focuses on Dr. Prathibha Karanth. Dr. Karanth is a pioneer in the field of audiology and speech pathology in India since the early 1970s. She shares her professional experiences and her current interests and involvement with children having developmental disabilities. We greatly appreciate Dr. Karanth taking the time to share her valuable experiences and provide advice for professional improvement and advancement in our careers.

We are also highly privileged to obtain clinically-relevant contributions from four outstanding Asian Indians in our field for this issue. In the first article, Dr. Ravi Nigam addresses the challenges SLPs in the United States face in assessing language performance in multilingual children of Asian Indian origin. Dr. Suneethi Nathani-Iyer describes the significance of prelingual vocalizations in infant development. Dr. Sridhar Krishnamurthi examines the key role auditory training plays in developing brain plasticity in children with Auditory Processing Disorders. In our final section, Supraja Anand shares her experiences as an aspiring student looking to apply to doctoral programs in the US. It was a pleasure to work with all the authors. We thank them for their prompt contributions to this issue of ASHA KIRAN.

If you have any ideas for articles or suggestions for improvement to the newsletter, please feel free to contact either one of the editors (Aparna: vijayan_aparna@yahoo.com OR Ranjini: ranjini25@gmail.com). We welcome contributions to the newsletter (see page 20), and look forward to hearing from you.

Sincerely,
Aparna Vijayan & Ranjini Mohan

From the Editors’ Desk: Aparna Vijayan, Ph.D., CCC-SLP & Ranjini Mohan, M.Sc.

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Tell us a bit about yourself - where you are from, your educational history and what got you excited about speech language pathology.

I come from Mangalore though I was born in Madras and lived there as a child speaking Tulu (my mother tongue) English (Medium of Instruction) and Tamil.

Thanks to the reorganization of the Indian states on linguistic lines in 1956, my family moved back to Mangalore and I was enrolled in the 4th grade of a school with Kannada as the medium of instruction (since there were no English medium schools for girls at that time in Mangalore) midway through the academic year, without knowing a word of Kannada – spoken or written! So there perhaps lies the origin of my involvement in the complexities of speech and language! I completed a Bachelor's degree in Psychology and English literature at Mangalore before I enrolled at AIISH, Mysore for my Master’s degree in Speech & Hearing and later a Ph. D.

My entry into this discipline was purely accidental. Apart from my interest in Psychology I had a strong interest in communication and was an active debater through school and college. But I had no knowledge of the field of Speech & Hearing. It was a professor from Mysore University who was my external examiner for my Psychology practical exam, who suggested that this discipline, which had just started the previous year at the University of Mysore, might interest me. I did check it out and my mother who was not too keen that I pursue higher studies away from home allowed me to apply for the course as a sop, since my brother convinced her that it was highly unlikely that I’d get in as there were only 7 seats across India – I was allowed only to apply for this one course and then there was no stopping me.

You are currently involved with Communication DEALL to help children with developmental language disorders. Please tell us about the program and how you got involved in this venture.

Communication DEALL is a multidisciplinary, intensive, early intervention program designed by me and implemented in India, in the year 2000, for children with developmental communication disorders such as the pervasive developmental disorders or autism spectrum disorders. My earlier experiences of working with these children coupled with the insights that my background in aphasiology and behavioral neurology brought me, in understanding and helping them overcome their difficulties; had convinced me that with adequate early intervention, much of their behavioral issues could be reduced/prevented even, giving the child the opportunity to enhance his potential and participate in mainstream society.....
The program, which is now documented in a dozen manuals, has had considerable success and is being replicated across India. We have a presence in six cities as of now but are likely to see a sizeable increase in that number over the next few years. This initiative has been possible with grants from the Sir Ratan Tata Trust and Navajbai Ratan Tata Trust, Mumbai.

We have also been involved in the development and production of indigenous low cost therapy materials and have begun training of trainers at various levels. We are also looking forward to some concerted research efforts in the near future. For more details on the program please visit www.communicationdeall.org.

You have had a very successful professional career. Please tell us some of the initial years of struggle to establish yourself in India. Please share with us advice for other people early in their career. As a student it was the area of brain and language that had always held my fascination and it was natural that I was keen on working at a place like NIMHANS, Bangalore; known as the All India Institute of Mental Health in those days. The first job opening in our discipline came up there a few months after I had completed my Master’s and I was fortunate in getting it; fortunate not only that I could work on a topic that was of interest to me but also in that it provided me with an opportunity to work closely with and learn from some of the best neurologists and neurosurgeons of the country. I should have been nervous but I wasn’t – stuck to my work and did the best I could with the library as my ally. Within no time I had their acceptance because of my commitment to my work and a keenness to learn. That is the best advice I could give to any budding SLP – choose a topic that you truly like and give it all that you have, the rest will follow.

What has been the most rewarding experience of your career until now? Undoubtedly, the success of Communication DEALL and the real difference it has made to many children and their families, though it still has a long way to go.

She has also published six books on language disorders, language assessment and training and is the recipient of several grants and awards including those from the ICSSR, ICMR, NAMS, NCERT and NRTT, as also international organizations such as the Common Wealth, UNICEF, Fulbright and Rockefeller Foundations. She is the Series Editor for CommunicAids – an indigenous resource provider for children with communication disorders and serves on the Editorial Board of 2 international journals such as the...
What has been the most challenging experience in your career up to this point? Acknowledging and fighting the prejudices and invisible barriers set up at different levels for women who are serious about their professional careers, beyond the student days. This was particularly hard for me since I hail from a matrilineal community in which the girl child is welcomed and is treated on par with the boys.

You have collaborated with many people over the course of your career. Please give us an example of a successful collaboration. Please give us any suggestions on developing and maintaining research/clinical collaborations in our academic/clinical careers.

Among the most enriching experiences that I’ve had professionally are the many interactions and collaborations that I’ve had with many other professionals – neurologists, neurosurgeons, psychiatrists, psychologists, social workers, linguists, computational scientists, neuroscientists, cognitive scientists – the list is long and many of them the best in their fields.

I think the key to successful collaborations is a genuine interest in the common topic, respect for the capabilities of others, confidence in your own skills, acknowledgement of what each one brings to the table and an ability to communicate openly about areas of conflict and concern with a large dose of graciousness, in the larger interest.

...the key to successful collaborations is a genuine interest in the common topic, respect for the capabilities of others, confidence in your own skills, acknowledgement of what each one brings to the table and an ability to communicate openly about areas of conflict and concern with a large dose of graciousness, in the larger interest.

...Common Wealth, UNICEF, Fulbright and Rockefeller Foundations. She is the Series Editor for CommunicAids – an indigenous resource provider for children with communication disorders and serves on the Editorial Board of 2 international journals and is an invited reviewer for other journals and publishers. Currently she is Program Director and Managing Trustee of the Com DEALL Trust which was set up by her in 2003 at Bangalore, to run the Communication DEALL program and to serve the broader needs of children and adults with communication disorders.
According to US Census Bureau 2010 statistics, the country’s Asian Indian population has reached approximately 3 million individuals. Typically bilingual or multilingual, some Asian Indian children—whose dominant language is English—may also learn an additional Indian language (e.g., Hindi, Telugu, Tamil). Speech-language pathologists (SLPs) face a challenge in assessing the language comprehension, vocabulary, and morphology of children growing up in bicultural/bilingual environments. When children grow up in such an environment, assessing their language skills using norm-referenced tests falls short. In addition, assessing language skills using norm-referenced tests developed for different groups (e.g., preschool Kannada-speaking children) fails to address the appropriate social and cultural norms.

Criterion referenced measurements (CRMs) allow SLPs to score interpretations in relation to a functional performance standard. The field of speech-language pathology uses CRMs for making clinical decisions (e.g., language-sample analysis). Further, CRMs prove particularly useful in circumstances with unavailable or inappropriate norms and in those that require information on specific skills (e.g., vocabulary or morphology use) (McCauley, 1996).

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<thead>
<tr>
<th>kutta (dog)</th>
<th>baraf (ice)</th>
<th>aam (mango)</th>
<th>kursi (chair)</th>
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<tr>
<td>roti (bread)</td>
<td>saree (clothing)</td>
<td>dood (milk)</td>
<td>jutta (shoe)</td>
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<td>kameez (shirt)</td>
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<td>kela (banana)</td>
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<td>paani (water)</td>
<td>palang (bed)</td>
<td>aloo (potatoes)</td>
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Table.1 Functional Words for Assessing Vocabulary of Asian Indian preschool Children

Dr. Ravi Nigam is an associate professor of communication disorders at Governors State University. University Park, IL. His areas of research interests are augmentative and alternative communication (AAC), language in infants, toddlers, and preschoolers, and issues in culturally and linguistically diverse populations. rningam@govst.edu
Such a CRM exists to assess comprehension and expression of functional vocabulary in Hindi for bilingual/bicultural children. This CRM uses a list of 20 functional vocabulary words compiled from a core vocabulary list for Asian Indian individuals who use augmentative and alternative communication (AAC) (Nigam, 2006) and scripts. Designed for English-Hindi bilingual children, the CRM can be easily adapted for other Indian languages.

To assess vocabulary comprehension, the SLP would show a group of four pictures to the child and ask the child to “Show me ____” while for expressive language the SLP would show a picture and ask “What is this?” The SLP calculates the child’s total number of correct responses and, using the decision criteria (> 80% = Excellent, 60–80% = Satisfactory, 40–60% = moderately satisfactory, and < 40% = not satisfactory), the SLP identifies children who might benefit from additional language stimulation.

Further, professionals can use this CRM for screening Asian Indian children to distinguish language difference from language disorder. To achieve this, the SLP would need to develop a minimal competency core (Schraeder, Quinn, Stockman, & Miller, 1999) in English and Hindi by assessing Asian Indian children without language disorders in the age ranges of 3–4 and 4–5 years. If the child’s score falls below the minimal competency core in both English and Hindi, the child might undergo further assessment for language disorder. If the child has an appropriate score in English but low in Hindi, the SLP might attribute this anomaly to language difference. However, if a child’s Hindi score is appropriate but the English score is low, the child would benefit from further English-language instruction.

References
Babies cry, gurgle, coo, squeal, growl, and babble. As much as these sounds delight (and occasionally aggravate us!), do they convey anything about an infant’s communicative abilities? Researchers in the 1970s and 1980s convincingly demonstrated that infant (or prelinguistic) vocalizations serve as the foundations for later-emerging words and sentences. Furthermore, one prelinguistic milestone, the onset of canonical babbling, was identified as being especially important as infants progressed from crying at birth to the production of words at the end of the first year of life (Oller, 2000). Canonical babbling (CB) refers to the production of well-formed, mature adult-like consonant-vowel syllables, either singly or in sequence, e.g., [ba], [dada], [dagidagi]. It emerges in typically developing infants, regardless of language background, sometime between 5-10 months of age. On the other hand, infants with significant disorders, e.g., hearing loss, may show emergence of CB beyond 10 months of age (Oller & Eilers, 1988; Nathani, Oller, & Neal, 2007). Furthermore, infants with severe-to-profound hearing loss (not fitted with cochlear implants) were found not only to be delayed in the onset of CB but also to consolidate the production of CB after its onset slower than typically developing infants (Iyer & Oller, 2008).

Another aspect of prelinguistic vocalizations that has received some attention in the literature is volubility. Volubility refers to the amount or rate of vocalizations. It is often anecdotally reported that infants with disorders are “quieter” than their typically developing peers. Empirical research has revealed that this may be a myth and that volubility may instead be a relatively robust aspect of infancy. Across several investigations, infants with disorders, e.g., hearing loss, cleft palate, were found to produce vocalizations in similar numbers as typically developing infants (Chapman, Hardin-Jones, Schulte, & Halter, 2001; Nathani et al., 2007). The quality of vocalizations, e.g. CB, however, continued to vary across the infant groups.

In summary, examination of prelinguistic vocalizations can yield valuable insights regarding the communicative status of an infant. Furthermore, given that early intervention has been shown to be highly effective, it is imperative that we continue to assess and/or intervene in these earliest periods of speech and language development in infants with and without disorders.

Suneeti Nathani-Iyer is an Associate Professor in the Department of Communication Sciences and Special Education at the University of Georgia. Her interests include infant vocalizations, preschool language disorders, hearing loss, and speech sound disorders. She obtained her doctoral degree from Purdue University and her master’s degree from Ohio University. She is currently serving as an Associate Editor for Language, Speech, and Hearing Services in Schools.
References


Suneeti Nathani-Iyer is an Associate Professor in the Department of Communication Sciences and Special Education at the University of Georgia. Her interests include infant vocalizations, preschool language disorders, hearing loss, and speech sound disorders. She obtained her doctoral degree from Purdue University and her master’s degree from Ohio University. She is currently serving as an Associate Editor for Language, Speech, and Hearing Services in Schools.
There is a growing interest in developing therapies for children that provide a mechanism for neural plasticity to occur, i.e., increase the remarkable abilities of growing brains to learn based on intensive auditory experience. The purpose of this study was to evaluate the efficacy of the Fast ForWord program on temporal processing deficits as well as pre- and post-treatment scores on tests of auditory processing in school-aged children. Fast ForWord is a computer intervention program commercially available for school-aged children of ages 6-18 years (Scientific Learning Corporation). Prior to and following Fast ForWord intervention, auditory processing abilities were measured by using: a) the Test of Auditory Processing Skills (TAPS-3/R), b) a screening test for Auditory Processing disorders in children (SCAN-C), c) Phonemic Synthesis (PS), and d) Frequency Patterns test (FPT). Subjects were 5 children with Auditory Processing Disorders (APD) ranging in age from 6 years to 17 years. Although the children participated in different versions of Fast ForWord, the exercises within each version trained and assessed the same auditory skills (listening accuracy, phonological awareness, working memory, and sentence structures).

**Changes on standardized tests:** Results on all of the above tests varied considerably across subjects and improvements from pre-intervention to post-intervention were not the same for each of the subjects. Pre- and post-treatment scores on the individual tests of the APD battery were compared to determine efficacy of treatment. A clinically significant change was defined as an improvement of 1 standard deviation or greater from the pre-intervention scores to the post-intervention scores for standard scores on the SCAN-C and TAPS-3/R. Phonemic Synthesis and Frequency Patterns Test changes were evaluated based on performance relevant to grade level. By using this criteria, 3/4 children showed improvements on the SCAN-C [one participant did not complete this task at the follow-up appointment], 3/5 showed improvements on the TAPS-3/R. 4/5 reached the appropriate age level for PS and 5/5 made significant improvements and/or were within the appropriate age level on FPT.

**Changes in skills:** A considerable variability was found in terms of auditory skills (listening accuracy, phonological awareness, working memory, and sentence structures) across subjects but all children showed overall progress over time as shown in figure below. These findings illustrate some of the fundamental principles of experience dependent plasticity outlined by Kleim and Jones (2008). Failure to train specific auditory functions can lead to functional degradation and using specific training exercises improved performance from ......
Pre-intervention to post-intervention in most subjects. Repetition, Intensity, and Duration of training led to expected improvements and may be the key for auditory training programs. Early onset of salient training is important for transfer to other auditory skills because younger brains show more training-related plasticity than older brains.

Role of auditory training in building plasticity in the auditory system in children with auditory processing disorders

_Sridhar Krishnamurti, Ph.D., CCC-A_

References


Sridhar Krishnamurti has authored and co-authored journal articles and book chapters that cover the areas of electrophysiology, aging, hearing conservation, auditory processing disorders, and hearing aids. He is a past recipient of the 1999 New Investigator Research Award from the American Academy of Audiology as well as the 2011 Auburn University Alumni Undergraduate Teaching Excellence and 2012 Auburn University Faculty research Awards.
VOICE

Two roads diverged in a yellow wood....
And I took the one less travelled by,
That has made all the difference."

These words by Robert Frost that I read in my school days have been applicable to my choice of speech pathology as a profession and choosing research career through a doctoral degree. Many undergraduate and master’s level students love working in the clinic, develop creative activities for children or adults. Although I enjoyed clinic, to some extent, I always wanted to know the science behind the applications/methods in practice. It helped that I was interested in doing experiments and liked to teach. My curiosity in classical music and acoustics evolved into more serious research questions such as what kind of acoustic differences exist between singing styles?, how should our assessment procedures be modified when we evaluate professional singers? etc., At this point I took the leap and decided that I should do a PhD.

Students who wish to do a PhD need to have a general area (clinical vs. basic science research; physiology/acoustics/perception; voice/aphasia/cognition and so on) that they are interested in and would like to develop in-depth knowledge in. However, you should be open-minded and understand that your research experiences in the first few years can lead in a different and perhaps more interesting direction. Considering that a PhD is a significant commitment of time and effort, you need to think very carefully why you want to do a PhD and how it will take you along your career path.

Once I decided I wanted to get a PhD in the United States, I started looking at university webpages and searching for mentors who did voice and singing research. I looked at several factors such as department ranking, detailed information regarding potential mentors, options to work with other professors in/outside the department, if the university was research or therapy intensive, the doctoral program handbook and funding opportunities/scholarships. An additional factor international students should consider is the location of the university. For some there are strong personal preferences; I for one would definitely not want to be in a place with long winters. Factoring in all this, I finally wrote e-mails to doctoral advisors and professors. An opportunity brought me to the US.

PhD in the USA:
Here is what you should know

Supraja Anand, M.A

Supraja Anand is a doctoral candidate at the University of Florida. Her mentor is Dr. Rahul Shrivastav. She holds a Master’s degree in Speech Language Pathology from All India Institute of Speech and Hearing, India. Her current research interests include acoustic-perceptual characteristics of vocal tremor, vocal vibrato, effects of task complexity on acoustics characteristics of Parkinson’s speech, and effect of aging on speaking or singing voices and their implications on disease processes such as Parkinson’s disease.
In my first few years of PhD, I found out that all these guidelines are available in the American Speech-Language-Hearing Association (ASHA) website (http://www.asha.org/students/academic/doctoral/). This is a wonderful resource that will be helpful to all aspiring international students. Hence, I would just say that while it is indeed challenging starting from applications all the way to graduation, a PhD in a good school is certainly a very rewarding experience. And in order to have that full experience, preparation is highly important, and the website helps you with that. I encourage aspiring students to use this website as a guide, because I now wish I’d known this piece of information earlier. Good luck!

Supraja Anand, M.A

Supraja Anand is a doctoral candidate at the University of Florida. Her mentor is Dr. Rahul Shrivastav. She holds a Master’s degree in Speech Language Pathology from All India Institute of Speech and Hearing, India. Her current research interests include acoustic-perceptual characteristics of vocal tremor, vocal vibrato, effects of task complexity on acoustics characteristics of Parkinson’s speech, and effect of aging on speaking or singing voices and their implications on disease processes such as Parkinson’s disease.
Session Code 1036
Date/Time: Thurs, Nov 15, 1.30—2.30 PM
Location/Room: GWCC/B201
Title: Perception of Musical Rhythm in Stutterers and Non-Stutters: A Comparison
Presenters: Archana Das & Pravesh Arya

Session Code: 1098
Date/Time: Thurs, Nov 15, 3.00—4.00 PM
Location/Room: GWCC/A412
Title: Motor Speech in Adults and Children
Presenters: Cara Stepp, Rupal Patel & Jonathan Brumberg

Session Code: 1152
Date/Time: Thurs, Nov 15, 6.30—7.30 PM
Location/Room: GWCC/A412
Title: Thinking About a PhD? Information for Prospective Doctoral Students
Presenters: Shelley Gray, Julia Evans, Jessica Sullivan, Barbara Rodriguez, Swathi Kiran, Tiffany Hogan & Jordan Green

Session Code: 1153
Date/Time: Thurs, Nov 15, 6.30—7.30 PM
Location/Room: GWCC/B212
Title: Health Care Today: Graduate Student Training in the Acute Care Setting
Presenters: Karen Tessler, Meghan Loomis, Rebecca Parker, & Sonia Sethi

Session Code: 1225
Date/Time: Fri, Nov 16, 9.30—10.30 AM
Location/Room: GWCC/B207
Title: Effect of Hearing Aid-Processed Speech on Brain Stem Structures
Presenters: Prabash Kumar & Sandeep M.

Session Code: 1323
Date/Time: Fri, Nov 16, 1.30—2.30 PM
Location/Room: Omni/Omni Ballroom ABC
Title: Spanish Intelligibility of L2 Learners: Rate, Proficiency, & Exposure Effects
Presenters: Sridhar Krishnamurti, Almitra Medina, & Stephanie Zicarelli

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Date/Time: Friday, 16 Nov 2012, 12.30—1.30 PM
Location/Room: Omni CNN Center, South Tower, Atrium Level, Spruce Room, Near Georgia World Congress Center
Session Code: 1456  
Date/Time: Sat, Nov 17, 11.00 AM—12.00 PM  
Location/Room: GWCC/B214  
Title: Initial Investigation: FM Systems for Children with ASD and/or ADHD  
Presenters: Erin Schafer, Lauren Mathews, & Smita Mehta

Session Code: 1502  
Date/Time: Sat, Nov 17, 1.30—2.30 PM  
Location/Room: GWCC/B309  
Title: Mitigation of Proper Noun Retrieval Impairments in Temporal Lobe Epilepsy  
Presenters: JoAnn Sikes, Irene Minkina, Diane Kendall, Thomas Grabowski, Lauren Bislick, Christina del Toro, Vaishali Phatak, & Jeffrey Ojemann

Session Code: 1514  
Date/Time: Sat, Nov 17, 1.30—2.30 PM  
Location/Room: GWCC/B408  
Title: Treatment of Functional Voice Disorders: Historical Perspective and Clinical Approaches  
Presenters: Rebecca Hancock & Vrushali Angadi

Session Code: 1523  
Date/Time: Sat, Nov 17, 3.00—4.00 PM  
Location/Room: GWCC/A302  
Title: Outcomes of Early Cochlear Implantation From Preschool to Third Grade  
Presenters: Ann Geers, Emily Tobey, Johanna Nicholas, Lisa Davidson, Rosalie Uchanski & Madhu Sundarajan

Session Code: 1133  
Date/Time: Thurs, Nov 15, 4.30—6.30 PM  
Location/Room: GWCC/B406  
Title: Mild Cognitive Impairment: Definition, Diagnosis, Treatment  
Presenters: Kathryn Bayles, Nidhi Mahendra, Kimberly McCullough, & Cheryl Tomoeda

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Date/Time: Friday, 16 Nov 2012, 12.30—1.30 PM  
Location/Room: Omni CNN Center, South Tower, Atrium Level, Spruce Room, Near Georgia World Congress Center
Session Code: 5039
Date/Time: Thurs, Nov 15, 11.30 AM—12.00 PM
Location/Room: GWCC/B404
Title: A Family With Autism, Williams Syndrome, & Apraxia: Genetic Findings
Presenters: Sudha Iyengar, Barbara Lewis, Clinton Miller, Barbara Truitt, Catherine Stein, Lisa Freebairn, Jessica Tag & H. Gerry Taylor

Session Code: 5062
Date/Time: Fri, Nov 16, 3.30—4.00 PM
Location/Room: GWCC/B213
Title: Listeners’ Perception of Speech of Recovered Stutters in Different Conditions
Presenters: Pravesh Arya & Geetha Yelimeli

Session Code: 5068
Date/Time: Fri, Nov 16, 8.30—9.00 AM
Location/Room: GWCC/B207
Title: Auditory Attentional Mechanisms in School-Age Children with Autism Spectrum Disorders
Title: Sridhar Krishnamurti, Benjamin King & Kristen Phillips

Session Code: 5083
Date/Time: Fri, Nov 16, 3.30—4.00 PM
Location/Room: GWCC/B309
Title: Bilingual Aphasia: What is the Role of Proficiency and Impairment?
Presenters: Teresa Gray & Swathi Kiran

Session Code: 5108
Date/Time: Fri, Nov 16, 1.30—2.00 PM
Location/Room: GWCC/B403
Title: Treatment Laryngeal Hyperfunction: A Novel Approach with Airflow Exercises
Presenters: Gary McCullough & Balaji Rangarathnam

Session Code: 5111
Date/Time: Sat, Nov 17, 11.30—12.00 PM
Location/Room: GWCC/B309

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Date/Time: Friday, 16 Nov 2012, 12.30—1.30 PM
Location/Room: Omni CNN Center, South Tower, Atrium Level, Spruce Room, Near Georgia World Congress Center
Session Code: 5115  
Date/Time: Sat, Nov 17, 11.30 AM—12.00 PM  
Location/Room: GWCC/B408  
Title: Part-Word Repeats in Developmental And Acquired Stuttering  
Presenters: Nagalapura Vishwanath

Session Code: 5123  
Date/Time: Sat, Nov 17, 2.00—2.30 PM  
Location/Room: GWCC/B212  
Title: Two Treatments for Sentence Comprehension Deficits in Aphasia  
Presenters: Sarah Villard & Swathi Kiran

Session Code: 5125  
Date/Time: Sat, Nov 17, 3.30—4.00 PM  
Location/Room: GWCC/B212  
Title: Story Reading Speed, Recognition, & Comprehension in Aging and Dementia  
Presenters: Nidhi Mahendra, Tamar Solomon, & Laura Ludlow

Session Code: 5130  
Date/Time: Sat, Nov 17 9.30 AM—10.00 AM  
Location/Room: GWCC/B208  
Title: Evaluation of Motor Learning Principles in Healthy and Clinical Groups  
Presenters: Ramesh Kaipa, Michael Robb, Maggie Lee Huckabee & Richard Jones

**TECHNICAL RESEARCH SESSIONS (30 MINUTES)**

**ASHA CONVENTION 2012 AIC ALERT:** Please attend the Asian-Indian Caucus Meeting at the American Speech-Language-Hearing Association Convention 2012 in Atlanta, GA

Date/Time: Friday, 16 Nov 2012, 12.30—1.30 PM  
Location/Room: Omni CNN Center, South Tower, Atrium Level, Spruce Room, Near Georgia World Congress Center
POSTER SESSIONS

This year, we have many presenters of Asian-Indian origin, who are presenting in the poster format. We have listed the names of the presenters involved in the different poster sessions. Please note that there may be other presenters involved with these individuals in the respective posters. This newsletter is not intended to be a comprehensive list of all presentations by Asian-Indians and their collaborators. This is also not intended to be a service delivery to Asian Indians. Any exclusion of any individuals of Asian-Indian origin who are presenting at the American Speech-Language-Hearing Convention in Atlanta, GA (Nov 15—17, 2012) in this newsletter is not intentional.

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“Gearing up for the Future- What ISHA can do”
-Bridging Professionals and Industry

ISHACON is an annual event of the Indian Speech and Hearing Association. In 2013, the 45th ISHACON will be hosted by ISHA- Tamil Nadu/ Pondicherry chapter in Chennai, India. Chennai is one of the metros situated in the south eastern coast. Chennai has so far hosted four ISHACON in 44 year and has so far been known as a trend setter in ISHA. Keeping up with this, this year, the organizing committee has planned and structured the event to new professional and scientific heights.

**Highlights:**

1. Bridging the profession and industry- for the first time a session on Profession-Industry, making industry an integral part of the convention/association.
2. Session for NRI as well as for international members.
3. Possibilities of exploring collaborative research – multicentre, academic institution, non academic institutions.
   1. Bringing out a product catalog for the first time.
   2. Sessions to increase the participation of non-academic professionals.
   3. Huge exhibition area with state of the art infrastructure. Exciting events and offers by the exhibitors at the stalls – if you are planning to buy equipment, please wait till the 45th ISHACON 2013.
   4. Sessions on Building Private Practice and Hearing Aid Dispensing.
5. For students, sessions on job opportunities in India and abroad - Gearing up for the future demands, What industry wants from you...etc.

The conference is in a five star convention center at Kohinoor Asiana, Old Mahabalipuram Road, Chennai. Apart from the scientific conference, the venue is close to Mahabalipuram (30 minutes), Pondicherry (90 minutes), Kanchipuram- the silk city (60minutes) and Srilanka (45minute flight). The organizers can arrange a customized tour package for the delegates. Since the conference is close to East Coast Road, there are more than 50 beach resorts you can choose to stay in to relax and unwind. The closest beach resort from the venue is only 9 miles. We are striving to excel in making this conference a great success. The goal of this conference is “Gearing up for the future” which can only be possible by your participation, contribution and support. In this regard, I take the opportunity to welcome you all to the 45th, ISHACON 2013, Chennai. Please come and share your knowledge with us.

**Contact information**

**Conference Secretariat:**
MERF-Institute of Speech and Hearing,
No:1, South Canal Bank Road, Chennai-600028.INDIA.
Tel: +91 44 24622402/ 24939143.
Fax: +91 44 24622402.
Email: ishacon2013@gmail.com
We welcome contributions in the following areas:

**SPOTLIGHT** on the Asian-Indian will profile an Asian Indian professional in a field affiliated to speech, language, and/or hearing. We welcome suggestions for potential individuals to be interviewed along with their contact information and accomplishments.

**PEOPLE** will feature updates on AIC members, including publications, awards, appointments, and other personal achievements. Please send updates about yourself. If you are sending updates about other AIC members, please include a statement that you have the consent of the person you are sending updates about. The write-up should not exceed 100 words.

**VOICES** is your opportunity to express opinions, narrate experiences (at a new job, as an Asian-Indian professional, a trip back to the Asian-Indian sub-continent, etc.), respond to article published in ASHA KIRAN, or raise issues that you would like AIC to address. VOICES is an open forum for your comments. Contributions to VOICES should not exceed 200 words.

**ARTICLES** provide readers with a broad overview of current developments in research and clinical practice in speech, language, and hearing. The articles should be original work, written with an eye on the diverse readership of ASHA KIRAN, and should not exceed 500 words, including tables, figures and references.

**CLINICAL INNOVATIONS** highlights new trends in clinical service delivery that are of particular interest to professionals and clients of Asian-Indian background.

Please contact Aparna Vijayan (vijayan_aparna@yahoo.com) or Ranjini Mohan (ranjini25@gmail.com) for more information or to send contributions.

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PRESIDENT

Deepa J. Aier is a language and literacy consultant for the Manassas City Public Schools. She also serves as adjunct faculty in the College of Education and Human Development at George Mason University, Fairfax, VA. Her interests and expertise include early language intervention, teacher-child interactions, training early childhood professionals on integrating assessment, instruction and curriculum to promote intentional teaching. She has been a member of the AIC for many years and served a variety of roles within the organization. She can be contacted at deepa.aier@gmail.com.

PAST-PRESIDENT

Yasmeen Faroqi-Shah is an assistant professor in the Department of Hearing and Speech Sciences at the University of Maryland. Her primary interests include language processing in monolingual and bilingual individuals with and without aphasia. Yasmeen has played a major role within the AIC for several years and has served two terms as the President of the Caucus. She continues to serve in her role as the past president proving valuable support and advice to the executive board. She can be contacted at yshah@hesp.umd.edu

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VICE-PRESIDENT (PROFESSIONAL DEVELOPMENT)

Monica Sampson is a practicing speech-pathologist and a doctoral candidate in the Department of Hearing and Speech Sciences at the University of Maryland, College Park, Maryland. She specializes in clinical service delivery in sub-acute and long-term care facilities in the greater Washington D.C. metro area. Her primary research interests relate to language processing in adult acquired neurogenic language disorders, and bilingual language processing. She can be contacted at sampsonm@umd.edu.

VICE-PRESIDENT (PUBLIC RELATIONS)

Nandhu Radhakrishnan is an assistant professor in the Department of Speech and Hearing Sciences, Lamar University, Beaumont, Texas. His areas of expertise include clinical, occupational, and performance voice. He can be contacted at nandhu@lamar.edu.

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Balaji Rangarathnam is a Clinical Fellow/Graduate Research Assistant at the University of Arkansas Medical Center, Little Rock, Arkansas. His research interests include adult communication and swallowing disorders. He can be contacted at balajirangarathnam@hotmail.com.

WEB COORDINATOR

Prabhu Eswaran is currently working as a school-based speech-language pathologist in Los Angeles, California. His areas of interest include child language, communication disorders in culturally and linguistically diverse populations and technology in special education.

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CO-EDITOR

Aparna Vijayan is a speech-language pathologist at the Neuroscience and Rehabilitation Center in the Department of Behavioral Health at Dwight Eisenhower Army Medical Center, Fort Gordon in Augusta, GA. Her present area of focus is attention and memory retraining in service members who have cognitive difficulties resulting from mild traumatic brain injury. She has also provided graduate-level instruction in the areas of adult communication and swallowing disorders in the Department of Communication Disorders and Special Education at the University of Georgia. She can be contacted at vijayan_aparna@yahoo.com.

CO-EDITOR

Ranjini Mohan is a second year doctoral student at Purdue University, West Lafayette, Indiana. Her professional interests include Gerontology and adult communication disorders. She can be contacted at ranjini25@gmail.com.

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2012 ASIAN INDIAN CAUCUS MEETING

AT ATLANTA, GEORGIA

Join us for the AIC annual meeting at
the American Speech-Language-Hearing Association Convention at
Atlanta, GA.

Venue: Omni Hotel at CNN Center, South Tower, Atrium Level Near Georgia World Congress Center Atlanta, GA

Date: Friday, 11/16/2012 12:30-1:30pm

The AIC team at ASHA Convention, 2011
ASIAN INDIAN CAUCUS MEMBERS!

Please visit us at

https://sites.google.com/site/asianindiancaucusasha/

Also, kindly pay your annual membership dues at

https://sites.google.com/site/asianindiancaucusasha/membership

Jenny Loehr, M.A., CCC-SLP has creatively presented our field in the form of cartoons. Do check out her website!