

State

Holt, Y. (2014, April). SLPs and the Common Core, North Carolina Speech-Hearing-Language Association Annual Convention, Raleigh, North Carolina. Presenting author platform presentation.

Holt, Y. (2015, February). Let the Right One In. Developing Stable Community Partnerships to Serve as Portals to Access and Support Primary Healthcare in Minority Communities in the US. 11th Annual Jean Mills Health Symposium, Greenville, North Carolina. Presenting author platform presentation.

Atkins, J.A., Hammer, A., and **Holt, Y.F.**, (2016, April) Vowel variation in southern male speakers. North Carolina Speech-Hearing-Language Association, Raleigh, North Carolina. Not presenting author poster presentation.

National

Pua, E., Perry, J. L., Kollara, L., **Holt, Y. F.**, Rangarathnam, B., & Fang, X. (2018, April). Assessing the Nasalance of Native Mandarin Speakers in Mandarin & English. Annual Meeting of the American Cleft Palate Association. Pittsburgh, PA. Not presenting author poster presentation.

Holt, Y. F., & Scales, A. (2018, April). Prosodic Variation in African American English. National Black Association Speech Language Hearing Convention. Arlington, Virginia. Equal co-presenting author platform presentation.

Holt, Y. (2017, April). Using African American Literature in the therapy setting. National Black Association for Speech-Language and Hearing Convention. Atlanta Georgia. Presenting author platform presentation.

Holt, Y. F., & Rangarathnam, B. (2017, December). Pitch accents in read speech: Black and White Southern women. Meeting of the Acoustical Society of America. New Orleans, LA. Presenting author poster presentation.

Pua, E., Kollara, L., **Holt, Y. F.**, Ellis, C., Rangarathnam, B., Fang, X., & Perry, J. L. (2017, November). Assessing the Nasalance of Native Mandarin Speakers in Mandarin & English. Annual Convention of the American Speech-Language and Hearing Association. Los Angeles, LA. Not presenting author poster presentation.

Hammer, A., & **Holt, Y. F.** (2017, November). Effective Tier II Interventions for African American English Speakers: A Case Study. American Speech - Language Hearing Association Convention. Los Angeles, California. Not presenting author poster presentation.

Holt, Y. F. (2017, November). Different how? Dialect variation and

List of poster and platform presentations

communication disorders in African American English speakers. Bloomington, Indiana. Invited talk.

Mills, M.T., and **Holt**, Y. F., (2017, June). Effect of Reading Intervention on Narrative Language. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison. Presenting author poster presentation.

Holt, C.E., and **Holt**, Y.F., (2017, April) Vowel Variation in African American English on a Historically Black College. National Black Association for Speech-Language and Hearing Convention, Atlanta, Ga. Presenting author poster presentation.

Holt, Y.F., (2017, April) Using African American Literature in the therapy setting. National Black Association for Speech-Language and Hearing Convention, Atlanta, Ga. Presenting author platform presentation.

Holt, Y.F., Atkins, J.A., and Hammer, A. (2016, April) Language and literacy interventions for at risk elementary students. National Black Association for Speech-Language and Hearing Convention, Virginia Beach, Virginia. Co-equal presenting author platform presentation.

Mangum, J., **Holt** Y.F., Kintz S., and Wright, H., (2015, November) A Cultural Perspective: Story Grammar in African American Adults. American Speech Language Hearing Association Denver, Colorado. Not presenting author platform presentation.

Holt, Y.F. (2015, November) Let them Come: Clinical Interventions for at risk Children. American Speech Language Hearing Association, Denver, Colorado Presenting author poster presentation.

Holt, Y.F. (2015, November) Bridging the Digital Divide: Teaching Hands on Skills in a Virtual Environment, American Speech Language Hearing Association, Denver, Colorado. Presenting author platform presentation.

Holt, Y.F. (2015, July) Identifying Disorder within Difference: Articulation and Phonology Services for African American Children American Speech Language and Hearing Association Schools Conference, Phoenix Arizona. Presenting author poster presentation.

Holt, Y., Fox, R. A., & Jacewicz, E. (2015, January). Ethnically based variation in Southern American English. The 12th Annual Martin Luther King Day Linguistics Symposium: Germanic Historical Linguistics/Historical Germanic Linguistics, Columbus, Ohio. Not presenting author platform presentation.

Mangum, J., Kintz, S., **Holt**, Y. F., & Wright, H. (2014, November). Cultural and Linguistic Considerations Across the Discipline. 39th Annual Speech-Language & Hearing Symposium, Orlando, Florida. Not presenting author poster presentation.

List of poster and platform presentations

Uitenham, K., Gorham, D.B., **Holt, Y.F.**, and Keller-Bell, Y., (2013, April)
Comprehension of idioms from culturally and linguistically diverse populations.
National Black Association for Speech-Language and Hearing Convention,
Washington, DC. Not presenting author poster presentation.

International

Holt, Y.F. (2016, November). Sociophonetic analysis of vowel variation in African
American English in the Southern United States. Poster session presented at the
5th Joint Meeting of the Acoustical Society of America and the Acoustical Society
of Japan, Honolulu, HI. Presenting author poster presentation.

Accepted presentations

Cotton, C., **Holt, Y.F.** (2018, November) Creating Culturally Competent
Clinicians. American Speech Language Hearing Association Convention,
Boston, MA. Equal co-presenting author of platform presentation.

Kerls,A., **Holt, Y.F.**, Stuart, A. (2108, November) Southern American English
Dialect Speakers' PRESTO Sentence Recognition in Competition. American
Speech Language Hearing Association Convention, Boston, MA. Not presenting
author poster presentation.

Identifying Disorder within Difference: Articulation and Phonology Services for African American Children

Abstract

Children often enter the educational setting using non-mainstream American English (NMAE) such as African American English (AAE). The rules of NMAE phonology may directly contrast to those of Mainstream American English (MAE), vary in some contexts and follow the same rules in others. The school based SLP may have difficulty deciding when an NMAE speaking child has, or is likely to develop a speech disorder. This poster highlights the age of acquisition of initial consonants for child speakers of AAE and MAE (Velleman & Pearson, 2010), and applies the expected productions to an idealized 5 year 8 month old male who is typically developing and one who has a speech sound disorder. A discussion of the phonology and morphosyntax of AAE as it applies at the word level and phrase level provides guidance for expected typical and disordered speech productions that can be used to identify disorder within difference

Introduction

Previous research on AAE indicates that many African American children from low and middle class homes may use a core set of phonological and morpho-syntactic features of African American English (Craig, Thompson, Washington, Potter, 2003; Horton-Ikard & Miller, 2004). These well known features can be expected to occur in the speech of children whose home dialect is AAE, however it must be remembered that all African Americans do not use AAE. The core features may include the following in **typically developing** children who speak AAE as their first dialect:

- Postvocalic consonant reduction /mæ/ for man
- /g/ dropping /stɪn/ for sitting
- /t/, /d/ of /t/, /v/ substituted for /th/ //bæf/ for bath
- Devoicing final consonants /pɪk/ for pig
- Consonant Cluster Reduction /pæs/ for past
- Consonant Cluster Movement /ɛkskep/ for /ɛskep/
- Syllable Deletion /kəm/ for become
- Syllable Addition /foɪstsɪz/ for forests
- Monophthongization of diphthongs /ar/ for /aʊ/ as in *our*
- Lack of plural and possessive /s/ *Jack cat* for *Jack's cats*
- Lack of /-d, -t/ past tense marker *he jump* for *he jumped*
- Lack of /-v/ possessive marker *I been here* for *I've been here*

However these features do not mean that child AAE speakers will perform poorly on standardized articulation tests. Instead typical AAE speakers acquire many sounds **EARLIER** than MAE peers; can follow a model for accurate production and can be expected to perform similarly on typical articulation and phonological evaluations excepted as noted above.

References

Craig, H. K., Thompson, C. A., Washington, J. A., & Potter, S. L. (2003). Phonological features of child African American English. *Journal of Speech, Language, and Hearing Research*, 46(3), 623-635.
 Horton-Ikard, R., & Miller, J. F. (2004). It is not just the poor kids: The use of AAE forms by African-American school-aged children from middle SES communities. *Journal of communication disorders*, 37(6), 467-487.
 Stockman, I. (2006). Evidence for a minimal competence core of consonant sounds in the speech of African American children: a preliminary study. *Clinical Linguistics & Phonetics*, 20(10), 723-749
 Velleman, S. L., & Pearson, B. Z. (2010). Differentiating speech sound disorders from phonological dialect differences: Implications for assessment and intervention. *Topics in language disorders*, 30(3), 176.

Expected Age of Acquisition

Initial Phoneme	4 years old		5 years old		6 years old		8 years old		10 years old	
90% mastery	AAE	MAE	AAE	MAE	AAE	MAE	AAE	MAE	AAE	MAE
p, b, w, m, n, h										
t										
k, ʃ, ɡ										
tʃ, dʒ										
l										
s	4y		4y			6y				
v										
z										
θ										
r	4y		4y		4y	6y				
ð									>12 y	

Initial consonant cluster	4 years old		5 years old		6 years old		8 years old		10 years old	
90% mastery	AAE	MAE	AAE	MAE	AAE	MAE	AAE	MAE	AAE	MAE
br-, dr-										
tr-										
kl-										
pl-										
gl-										
kr-										
sm-										
gr-, pr-										
sp-										
st-										
fr-										
sk-										
skr-										
thr-										
shr-									12y	
str-									>12	

Figure 1. Initial consonant development for typically developing children AAE and MAE

Typical and Disordered Test Performance AAE & MAE

Example: Articulation assessment 5 year 8 month old male child														
RESULTS IF CHILD IS	Typical				Disordered				Typical				Disordered	
	AAE	MAE	AAE	MAE	AAE	MAE	AAE	MAE	AAE	MAE	AAE	MAE	AAE	MAE
Target	AAE	MAE	AAE	MAE	Target	AAE	MAE	AAE	MAE	Target	AAE	MAE	AAE	MAE
cup /k/	kʌ	kʌp	8y	6y	thumb /θ/	θʌm	θʌm	10y	10y	bridge /br/	brɪdʒ	brɪdʒ	10y	>12y
gone /g/	gɑ	gɑn	8y	6y	foot /f/	fʊ	fʊt	6y	8y	train /tr/	trɛ	tren	10y	>12y
knife /n/	naɪ	naɪf	naɪ	naɪf	toe /t/	to	to	5y	4y	chair /tʃ/	tʃɛ	tʃɛə	8y	10y
sharp /ʃ/	ʃɑ	ʃɑp	8y	6y	van /v/	væ	væn	8y	10y	spoon /sp/	spʊ	pun	>12y	12y
fish /f/	fɪʃ	fɪʃ	6y	8y	fast /f/	fæ	fæst	6y	8y	plane /pl/	pleɪn	pleɪn	10y	10y
sock /s/	sɑ	dɑk	6y	8y	dentist final /st/	dɛntɪst	dɛntɪst			sky /sk/	sɑɪ	sɑɪ	12y	>12y
glass /gl/	glæs	glæs	12y	10y	stairs /st/	stɜ	dɜz	12y	10y	wing /w/	wɪŋ	wɪŋ	wɪŋ	wɪŋ
watch /w/	wɑtʃ	wɑtʃ	wɑtʃ	wɑtʃ	toast final /st/	tɔs	tɔst			salt /s/	sɔlt	dɔlt	6y	8y
nose /n/	noz	noz	noz	noz	big /b/	bɪ	bɪg	bɪ	bɪg	crab/kr/	kræb	kwæb	10y	>12y
mouth /m/	maʊf	maʊ	maʊf	maʊθ	house /h/	haʊ	haʊs	haʊ	haʊs	jam /dʒ/	dʒæ	dʒæm	8y	10y
yawn /j/	jan	jan	8y	6y	path /p/	pæf	pæθ	pæf	pæθ	zipper /z/	zɪpə	zɪpə	10y	10y
leaf /l/	lif	lif	8y	8y	girl /g/	gə	gəl	8y	6y	smoke /sm/	smok	mok	10y	10y
door /d/	do	də	do	də						red /r/	red	wed	12y	>12y
Dialect variation					Dialect variation					Dialect variation				

Table 1. Initial Assessment Results for a 5 year 8 month old male

Conclusions

By 5 years 8 months	TYPICAL	DISORDER
	AAE speakers acquire many targets BEFORE MAE peers	AAE speakers with articulation/phonological disorder
	LIKELY to produce MOST initial consonants including /r/, /r/ clusters, /st/ and correctly	MAY NOT produce initial consonants including /r/, /r/ clusters, /st/ and correctly
	MAY stop initial /th/; BUT NOT /s/ or /t/	MAY to stop initial /th/; AND/s/ or /t/
	MAY eliminate the second element of a final consonant cluster in two syllable words BUT NOT in single syllable words (toast vs dentis')	MAY ALSO eliminate the second element of a final consonant cluster in two syllable words AND in single syllable
	MAY reduce, devoice, voice, or delete final consonants	MAY ALSO reduce, devoice, voice, or delete final consonants
	CORRECT productions of target sounds in initial, medial and final positions in words likely when following a targeted model; item description	MAY HAVE DIFFICULTY with production of target sounds when following a model; item description
	Diagnosis of disorder should be based on the child's ability to produce targets across contexts with & without a model, SLP judgment of speech intelligibility, parent and teacher report of speech intelligibility, impact of speech production on the child's ability to participate in and derive benefit from the educational environment	