

WSHA

March 2003

CONVENTION 2003

Holiday Inn Casper WY
October 2-4, 2003
2.0 ASHA CEUs (pending approval)

Plans are underway for an exciting, educational convention October 2-4, 2003 in Casper, Wyoming. The following speakers and presentations will be featured:

Colleen Noe, Ph.D., CCC-A, James H. Quillen VA Medical Center, Mountain Home, TN and Christina Roup, Ph.D., CCC-A, VA Martinez Research, Martinez CA will co-present on hearing aid outcomes and speech perception with amplification. They will also present a short session for SLPs and hearing aids.

Kirstin Beach, Ph.D., CCC-A, University of Wyoming, will coordinate an Audiology Grand Rounds with a call for case study presentations.

Scott Wright will present "Understanding Classroom Acoustics." Topics will include new ANSI specifications, available acoustical material and where to buy it, and proper reverberation time for classrooms. A hands-on session will simulate classrooms on a computer program called EASE. Participants will insert various acoustical materials to determine what it will take to make these rooms meet ANSI specs.

Roberta Pierce, M.A.T., CCC-SLP, C.O.M., Hearing and Speech Clinic, Huntsville AL, will present "I've walked a Mile in Their Shoes, Working with Stroke Patients: A Personal Perspective." Roberta, an SLP with 25 years experience working with stroke and head injury patients, had an aneurysm rupture in February of 1992. Fully recovered, she relates her personal experiences with CVA, neurosurgery, and recovery. She is

able to explain, with new insight; behaviors we have all observed in our patients and will discuss how this experience has changed her therapy techniques and patient/family counseling.

Paula Horner, Ph.D., CCC-SLP, University of Redlands, Redlands, CA presenting "Neonates, Infants, and Toddlers at Risk: A Continuum of Care for the Speech-Language Pathologist." Topics will include the role of the SLP in the neonatal intensive care nursery and the clinical management, identification, assessment, and treatment of at-risk infants, toddlers, and their families.

Sara Rosenfeld-Johnson, CCC-SLP, Talk Tools TM, Tucson AZ, will present on a unique oral-motor therapy approach, used in treating clients of all ages with all types of muscle-based articulation disorders including adult apraxia/dysarthria.

Nickola Nelson, Ph.D., CCC-SLP, Western Michigan University, Kalamazoo, MI will present on a writing workshop approach with language impaired students. Techniques will be presented for implementing an inclusive computer-supported writing process to language intervention. Videotape excerpts and samples of children's language will illustrate the process.

Gail Richards, Ph.D., CCC-SLP, Eastern Illinois University, Charleston IL, will present "Language and Learning, Assistance from the Brain." This presentation will present a paradigm shift from behavior to neurology. The path to more effective learning must include ideas to stimulate brain development and focus. Participants will be challenged to think about teaching and learning from a new perspective.

Roger I. Burgraff, Ph.D., CCC-SLP, Redlands CA, will present "SLP: Take Charge of Your Day!" This is a

purposeful and powerful workshop on how to get tough on time. SLPs will learn practical new procedures to logistically maneuver and protect their limited time, conquer the frustration of too many immediate tasks, decisively manage each day's activities, including paperwork, and interact with others to promote positive, productive, peak performance. Dr. Burgraff is well versed in school regulations and is an expert in addressing multi-task issues and time-management.

Janelle Weeks, M.A., CCC-SLP, Natrona Co. School District, Casper WY will present an overview of two thematic units which use a team-teaching approach for various grade levels (K-6). Both of these yearlong themes (called the "Communication Lab") are language based, with an emphasis on literature, writing, and social communication skills. Participants will learn a variety of methods, activities, resources, assessments, and implementation related to district outcomes. Workshop format will be lecture, with participation activities and opportunity for questions. It should be noted that while intended for elementary classrooms, these themes are easily adapted to older grades.

COMMUNITY BASED INSTRUCTION AND LANGUAGE IMPAIRED STUDENTS

Why would a busy Speech-Language Pathologist start a Community-Based Instruction (CBI) program? In my case, I thought CBI was a natural outcome for the language and social skills that I have been teaching my students for years.

I have taught social skills classes to high school, middle school, and elementary school students for years. I noticed that despite my effort students with learning disorders and language impairments were frequently terminated from their part-time jobs due to their poor performance related to social skills. I worried over the lack of generalization of social skills from my classroom to job site.

Another teacher described a CBI program she had participated in when working in Michigan. I had never heard of CBI, but it seemed like an answer. I contacted Kimberly Norman, Regional Coordinator of special education pre-vocational, vocational, and transition services for the city and surrounding areas of Grand Rapids, Michigan. Kim agreed to act as my consultant and mentor and our district CBI program began to take shape.

A Description of CBI

Under Kim's guidance, we developed the following purpose of CBI pre-vocational education for our school district.

The primary goal of Community-Based Instruction is the development of a positive work ethic which will enable the students to attain levels of performance which are both formative and fulfilling. The community provides us the environment for the realistic "hands-on" experience, which promotes student learning and achievement. Students have the opportunity to gain independence while receiving exposure to various work skills and assessing their interests and abilities. Students are teamed with community businesses receiving one-on-one training. An emphasis is placed on the development of the student's socio-emotional skills whereby enhancing future employment success.

Our training involves teaming special education students with site employees on an one-on-one basis so students can learn to perform specific job tasks. Students train under the close supervision of the employee and

school personnel and may not displace regular employees. School personnel evaluate students in the following objective areas: punctuality and attendance, appropriate appearance, positive attitude, problem-solving skills, follows safety rules, interacts appropriately, exhibits self-control and manages frustrations, cooperation and teamwork, follows directions, stays on task and uses time efficiently, demonstrates flexibility, and accepts constructive criticism.

Development Process

I developed the necessary paperwork via phone, email and fax with Kim and involved our special education director in the process. I obtained permissions from our school district lawyer, teachers, school administrators, parents, and contacted a business (Albertson's) for our initial training site. I talked a special education teacher, a para-professional, and an occupational therapist into working with me. The OT was delighted to participate because she quickly understood that CBI is all about speech-language and occupational therapy goals in real-life practice.

Last year (01-02) was our first year of the program implemented at the middle school. Our special education director funded a full day in-service with Kim, our Michigan consultant, in January. We invited surrounding school districts and about 30 people attended. Kim's presentation helped us troubleshoot some initial problems and gave us ideas for future direction for the program.

This is our second year in the CBI program (02-03). We feel organized and successful. Our current plan involves two educators: a special educator and myself. The OT comes with us on a varied schedule. We take five students from the 8th grade resource study skills classroom for a six-week training. Every six weeks we switch to another set of 5 students and switch to another training site. We are on-site for one hour one time a week. The students miss two fifty-minute class periods due to travel and preparation time. We purchased grey polo shirts, which are screen printed

with "CBI JHMS" for our "uniform." The shirts help with store employee and customer recognition in addition to ensuring that student are dressed appropriately.

Selling CBI

We tell employers that CBI: "Develops better qualified workers, provides opportunity for positive relationships between business and education, involves employees in a community project, and provides an opportunity for industry to assist in developing relevant curriculum." All the employers that we have approached have welcomed the program. They immediately see the benefits because they are concerned with employees who must be terminated for poor social skills.

The values to students are that CBI, "bridges the gap between school and work, makes education more realistic, provides an opportunity to make occupational choices, aids students in developing realistic goals, develops marketable skills and knowledge, provides positive role models in the workplace, provides interaction with site employees, and established work habits and behaviors necessary for future success."

The values to the school are that CBI "enhances curriculum to meet the changing demands of industry, develops community awareness of disabilities, provides an assessment and evaluation tool, and facilitates team approach between industry and school."

Where We Are Now

We have learned that we must have good behavior plans, clear expectations, and contingency plans when nothing else works. Sometimes the teachers must start out one-on-one with a student because we are worried about behavior. Usually behavior becomes more appropriate as the student learns what is expected and becomes more comfortable with the situation. At that point, the teachers can allow more independence.

Our successes have outweighed our problems. We've had department

managers say to many students, "Please come to me when you are 16, and I will hire you. You have learned to be a good worker." I'm not sure who feels more satisfaction with that remark – the student or we teachers! Last summer two of our students obtained summer jobs. At the end of the summer, their parents phoned us to report their success. The parents attributed their student's success to our CBI program. We were sure proud of those students. This year, our high school special education staff implemented a CBI program and they are also experiencing success.

Our school board members and school administrators are proud of the CBI program. They get good feedback from parents and employers. Last June, our students attended a board meeting and presented a plaque (this was a good opportunity to practice public speaking) to our CBI partners. Our training sites and town bus service sent representatives to the board meeting. We could observe our board members' pride when employers spoke to compliment the district for implementing this program.

Learning Language in Context

I've observed many deficits in students' language skills on the job-training site that I might not have noticed in the school environment. Sometimes I write objectives for students that involve "asking questions" and by the time these students are in middle school, I am usually satisfied that they have met this objective. However, these same students are not able to form functional questions when on the job training site. I've noted that sometimes employees are terminated from a job because they don't keep working, and it is perceived that they are wasting time. I've observed my students doing this because they don't know to ask these questions, "What should I do next?" or "Would you repeat the directions?" I've stood behind these students and observed their confusion. I can prompt the student by saying, "What should you do now?" Sometimes I must be more explicit and say, "Maybe this is a good time to ask a question." Sometimes I have to continue to prompt and say;

"Who should you ask a question to? Do you know what your question is? Maybe your question should start with the word 'what'." I love to watch the progress the next week when the student turns to me and says "Now I need to ask a question. I should go to that man over there." Sometimes the student still needs help forming the question, but by the end of six weeks, they know questions!

Sometimes I've written objectives for students that involve following multiple step directions. While the student might have met that objective in elementary school, it is a whole new world of following multiple directions in the work place. Do you have objectives for problem solving or critical thinking? These are so functional in the work place. I've worked at addressing these areas in the school environment, but I see much more progress in my older students when they are involved in community-based instruction.

If there is a CBI program in your school, I encourage all speech-language pathologists to get involved. If your school doesn't have a CBI program, then I believe the speech-language pathologist is the natural person to implement this change in curriculum. Please contact me if you have questions or would like some help.

Submitted by
Cathy Ross, M.S., CCC-SLP
Teton County School District #1
Cross@teton1.k12.wy.us

Continuing Education: Your Options --Tempe Murphy

Following are some choices to obtain continuing education:

1. Video seminars: Mgmt. of the 0-3 population with Oral Motor Disorders. 12 contact hours.

\$135/person. 30-day rental. Contact Clinician's View. (505)880-0058 or www.clinicians-view.com

2. Video seminars: A Three-Part Treatment Plan for Oral-Motor Therapy. 12 contact hours. \$200. 30-day rental. Contact Joann at ITI. 888-529-2879 or www.talktoolstm.com
3. SI Theory & Practice: An Introduction. Basic sensory integration principles and view case studies from a SLP who uses these principles in her practice. Information from birth through school age. Seattle Washington April 3-5,2003. Contact Professional Development Programs. (651)439-8865 or www.pdppro.com
4. WSHA's Summer Program. Dr. Gail Richard. Auditory Language Processing Disorders. Section included on working with students with ADD-ADHD. Information will be mailed soon. Contact Tempe at (307)752-7346 or tempe@fiberpipe.net.
5. Study Group providing a day seminar for their local region. Contact Cathy Ross at (307) 733-3077 or rossfamily@blissnet.com
6. WSHA's Fall Convention. Information to follow. Will offer 20 contact hours. First week in October, 2003.

Conference announcement: 3rd Annual Jackson Hole Child Language Institute: Practical Solutions for Clinicians and Teachers.

June 26, 27, & 28, 2003
Jackson Hole, Wyoming

INSTITUTE OVERVIEW:

Earn up to 1.5 ASHA CEUs in this unique combination of learning and outdoor adventure. The Institute this year will focus on three aspects of clinical practice you may not have covered in your training:

- Narrative Assessment and Intervention-Ron Gillam, Ph.D. Thursday, June 26.
- Section 504 in the Classroom-Lynda Miller, Ph.D. Friday, June 27.
- Classroom Management Strategies for the Inclusive Classroom-James Patton, Ed.D. Saturday, June 28.

ADVENTURES:

We've arranged the conference schedule so you can take advantage of Jackson's abundant recreational opportunities. Visit our website to learn more about the adventures and see a coupon good toward any adventure.

www.neonrose.net/jackson/info.html

CREDITS:

Continuing education credits available include:

- ASHA CEUs: 1.5 for all three days, .6 for Narrative Assessment & Intervention (Thursday, June 26th), .5 for Section 504: Writing Effective Plans (Friday, June 27th), and .4 for Classroom Management Strategies for the Inclusion Classroom (Saturday, June 28th)
- Wyoming Professional Teaching Standards Board (PTSB) credit

- University of Wyoming Graduate Enrichment Credit: 1 credit for three-day attendance. (Note that the fee for this credit is \$35.00, payable on-site at the Institute)

REGISTRATION:

Register for one, two, or all three days. Register by March 1st and receive a \$25 discount!
Early Registration by 5/15/03: Three days - \$350, Two days - \$250, One day - \$150

Visit our website for more information and registration:

www.neonrose.net/jackson/info.html

Need more information? Contact Cathy Ross (evenings) at 307-733-8287 or by email at rossfamily@wyom.net

CONVENTION 2003 ON-SITE COMMITTEE

Tom and Linda Schmunk, audiologists with Natrona County School District #1 in Casper, are heading the on-site committee for WSHA Convention 2003 in Casper at the Holiday Inn. Tom and Linda are already making plans for the fun events. Tom says that he wants everyone who attends the convention to enjoy the Casper experience. Tom and Linda need volunteers to help with plans and organization. If you would like to be part of the "Hometeam," please contact them.

Tom Rowley: Home: 307-235-5985
Work: 307-577-6730
Email: crowley@trib.com

Linda Schmunk: Home: 307-472-5822
Work: 307-577-6730
Email: lcschmunk@vcn.com

ANY CHANGES
IN NAME,
ADDRESS
(HOME AND
WORK),
PHONE
NUMBER, AND
ESPECIALLY
EMAIL
ADDRESSES
NEED TO BE
SENT TO
JUDEE!!!!!!!

CONTACT HER AT:

jleugers@vcn.com

Thank you SO much. Judee

SEAL Position Still Open

The job of the SEAL (State Education Advocacy Leader) is to advocate for issues affecting the school-based ASHA members. The Seal should provide information to the members through newsletters, at convention, working with individual groups on a specific topic or just as a resource on ASHA regarding School based issues. Information is provided to the Seal on topics such as IDEA, caseload size, salary supplement, etc. Often the issues that are critical at the national level are suggested as areas to advocate for at the state level. Sometimes this applies to Wyoming, and sometimes it does not.

There are meetings for Seals usually at the ASHA convention and sometimes at the National Schools Conference but without

funding for travel. Several phone conferences are held throughout the year to allow the Seals to keep up to date. As a SEAL, you can register to be on the list-serv and see what is happening in other states. If this sounds like something you would be interested in, please contact Mary Streib and get involved with WSHA. If you have any questions about the position please feel free to contact me at the following email.
dkinniburgh@crb2.k12.wy.us

WSHA Board Meeting Phone Conference

If you are interested in participating in the second Board meeting of the 2003-year, it is currently scheduled as a phone conference call. This is a great opportunity for you to participate in a Board meeting from the comfort of your own home! You may also have an agenda item you want to discuss. If so, please contact Mary M. Streib at marys@rams.fremont2.k12.wy.us or call 307-455-2488 (w) or 307-455-3303 (h). To have your name added to the list of people to call when the conference call is initiated, contact Mary at the above email or phone numbers. Any WSHA member who wishes to participate need only provide their phone number to Mary and be waiting at the phone on June 3rd at 5:15-6:45 p.m. We look forward to your participation in June!

REGIONAL REPRESENTATIVE POSITION OPEN

If you live in Region VI: that is Goshen County, Laramie County, or Platte County please consider becoming the new Region VII Representative. This position is now vacant and you have the exciting opportunity to become a voting member of the WSHA Board. What better way to make your voice heard, while volunteering to serve your fellow speech language pathologists and audiologists. This is an appointed

position and can last one year or more. If you are interested in more information or becoming a regional representative please contact Mary M. Streib at marys@rams.fremont2.k12.wy.us or call 307-455-2488 (w) or 307-455-3303 (h)

PRESIDENT'S UPDATE

Hey, WSHA members do you really want to know what is going on in YOUR organization? Come to a Board meeting! Get a little more involved than you currently are! It doesn't take a huge commitment, just a little more than you give now! 2003 has been designated by ASHA as the "Year of the Volunteer" I am sure you a have heard. Maybe each of us should consider volunteering a little bit more this year than we did last year!

I would like to invite any WSHA member to attend one, two, three or heck, all of the 2003 board meetings! The WSHA Board has traditionally tried to meet quarterly. We currently are on schedule to meet in a face-to-face meeting three times and have one phone conference call. The first meeting of this year is coming right up and will be March 15, 2003 in Riverton at the Holiday Inn. Lunch is served to those in attendance! IF you think you would like to attend, please let me know ASAP and I will be sure we have plenty of room, food and drinks!

The remainder of our meetings have been tentatively scheduled as follows: June 3, 2003 phone conference call, October 2, 2003 in Casper at the annual convention, and December 6, 2003 in Casper. Please consider if you can attend, contribute and become a more active member of our organization.

If you have ideas, or comments or want to notify me of your attendance at a scheduled Board meeting please email me at marys@rams.fremont2.k12.wy.us or call me at 307-455-2488.

Have you heard who your new Board members are and where they work and live? Check out the list on the back of the newsletter. Cathy Ross, from Jackson, is our new president elect. Katie Sherwood is the new secretary and she is from Sheridan. There are two open positions on the WSHA board currently. Please read Debbie Kinniburgh's article on becoming a State Association SEAL in this newsletter. IF you are interested in this position contact me immediately. We also have an open regional representative position for the Laramie area, which is Region VII. IF you think that is a position you would like to find more about please contact me.

I wonder how many of you have heard one of the most exciting bits of WSHA news for 2003! Mike Richards developed a nicely worded grant application to the Wyoming State Department of Education for the Capacity Building and Improvement Grant. With further support of expenditures and proposed professional development by the WSHA Board WSHA was awarded \$26,750.00!! Mike deserves our thanks and gratitude. This grant money will fund our annual convention in Casper in October in addition to one other professional development activity that will take place in Sheridan in August. Tempe Murphy is heading up the summer conference and Cathy Ross and her committee are working on convention details. If you can offer your assistance for either activity please contact Cathy or Tempe.

I think we would all agree that under the leadership of Ann Norwood WSHA made great leaps and bounds! Ann also deserves a great-big thanks! Ann has promised to be an active past president and her expertise will be counted upon! Thank you Ann! I look forward to my year as president of the Wyoming Speech/Language/Hearing Association and hope you will lend your expertise so together we can make our organization synergistically better than ever.

University of Wyoming Division of Communication Disorders

Distance Master of Science in Speech-Language Pathology

The University of Wyoming offers a distance master of science (MS) degree in speech-language pathology. The three-year program involves coursework, clinical practica, an oral comprehensive examination, and a certification exam. The distance coursework is accomplished in the evenings, through videotape lectures, conference calls, and online communication. One to two courses are taken each academic semester. Students participate in clinic practicum and take courses on campus their first two summers. Two full-time, 12-week practica occur in the third year of the program and typically involve placement in a medical and an educational setting. Both of these external practicums are arranged in locations convenient to the student when possible. They are part of the student's educational experiences and are *not* completed as part of regular work duties. On completion of this program and the Clinical Fellowship Year, the candidate will have fulfilled all requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the Wyoming License in Speech-Language Pathology.

In January 2003, the Division will begin offering a three-year leveling program for professionals who are interested in pursuing a master's degree in speech-language pathology but do not have the undergraduate coursework necessary for enrollment. One or two courses will be taught each semester over a three-year period and will include phonetics, language acquisition, speech science, anatomy & physiology of the speech and hearing mechanism, neural bases of communication, diagnostics, communication skills for the hearing impaired, and basic audiology. The American Speech-Language Hearing Association also requires that students seeking certification have taken 6 credits in social/behavioral sciences, 3 credits in math/statistics, and 3 credits in physical/biological sciences. These latter 12 credits could come from previous degree coursework or could be obtained elsewhere. In addition to these courses, you must also obtain (or provide evidence of having previously obtained) 25 clock hours of supervised clinical observations.

Additional information about the distance master's degree can be obtained by visiting the Division's website <http://www.uwyo.edu/comdis> or contacting:

Teresa Ukrainetz, Ph.D.
Associate Professor &
Distance Program Coordinator
tukraine@uwyo.edu

Distance Leveling Courses
Tentative Schedule

Spring 2003

Normal Speech & Language
Acquisition

Fall 2003

Anatomy & Physiology &
Hearing Mechanism

Spring 2004

Phonetics
Speech Science

Fall 2004

Diagnostic Procedures
Neurological Basis of
Communication

Spring 2005

Communication Skills of the
Hearing Impaired

Fall 2005

Basic Audiology I

WYOMING SPEECH-LANGUAGE-HEARING ASSOCIATION REGION 1 AND 2 SPRING WORKSHOP 2003

Wednesday, May 7, 2003
Hosted by Sublette County School District #9
Big Piney, Wyoming
9:30-3:30
.5 ASHA CEUs (Pending Approval)

AGENDA

9:15-9:30 Arrive Big Piney Elementary School-Board Room, Continental Breakfast
9:30-10:30 *Language and Literacy for Preschoolers* Lisa Sutton, M.A., CCC-SLP
10:30-11:30 *Teletherapy: Incorporating Technology into Speech-Language Therapy* Marlene Proctor, M.S., CCC-SLP, Lisa Nelson, M.S., CCC-SLP-L, Dana Graham, M.S., CCC-SLP-L
11:30-12:30 *Eligibility and Dismissal Criteria* Karen LaDuke, M.S., CCC-SLP
12:30-1:30 Lunch at Rio Verde-individual pay
1:30-2:30 *Sensory Integration for OTs and SLPs* Lisa Griggs, OTR
2:30-3:30 *TX EX * Therapy Exchange: A Round Table Discussion* Karen LaDuke, M.S., CCC-SLP and Lisa Griggs, OTR

*TX EX-Bring your favorite therapy/treatment idea, rubric, data collection idea, bulletin board, game, children's book, etc. to share with others. Prepare a handout so that others can reproduce your idea.

Join us for a day of presentations and discussions with SLPs and OTs from school districts and developmental preschools. There is no charge for this workshop! Please pass this information to others who may be interested in joining us.

REGISTRATION

Email Cathy Ross at cross@teton1.k12.wy.us

Include the following information: Name, postal and email address, workplace.

UW Summer Workshop

UW will present the following one-day workshop this summer. For more info contact Dr. Mary Hardin Jones at 307/766-5710.

Supporting Students Who Use AAC to Talk, Read and Write in Class:

Presenter: Dr. Susan Blockberger
When: July 12, 9 - 3
Where: University of Wyoming
Level: Intermediate

Students who are unable to speak and write by conventional means are candidates for Augmentative and alternative Communication (AAC) systems. We need to provide students with the tools and skills to enable participation in school activities and routines and fulfill the communication requirements of the classroom. In addition we must ensure that students have the tools to meet their communication needs in all environments, and the opportunity to learn and practice the skills that will contribute to their communicative competence in all settings. Language and literacy are key components in the development of maximal communicative competence. After a brief overview of language and literacy development, Dr. Blockberger will provide practical examples of how language and literacy goals for the AAC user may be addressed in an inclusive classroom setting.

NOTE: If you are receiving this newsletter in paper format through the mail, and would like to receive it via Email, please contact either Jeanne Raney at dwfjmr@hotmail.com or Gaelynn Hunsaker at gaelynnhunsaker@hotmail.com. **Thank You.**