



# WSHA News



Spring

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2004



**It's a boy!**

**Welcome Hayden  
Hunsaker!**

**Born April 7, 2004  
To Shane &  
Gaelynn Hunsaker**

**WYOMING  
SPEECH-  
LANGUAGE-  
HEARING  
ASSOCIATION  
REGION 2 SPRING  
WORKSHOP 2004**

Tuesday, May 4, 2004  
Sublette County Library  
Conference Room  
Big Piney, Wyoming  
9:30-3:30

.5 CEU's (Pending Approval)

### AGENDA

- 9:15-9:30** Arrive Big Piney Library, Continental Breakfast
- 9:30-10:30** From SLP to SLP: Stress-Loaded People to Stress-Less People, Catherine Ross, M.S., CCC-SLP
- 10:30-11:30** Phonemic Awareness and Phonics: Their Relationship to Reading and Spelling, Marcia Kelley, M.S., CCC-SLP
- 11:30-12:30** Evaluation and Treatment for Spanish-Speaking Students, Karen LaDuke, M.S., CCC-SLP
- 12:30-1:30** Lunch at the Rio Verde-individual pay
- 1:30-2:30** Adaptive Technologies: Services, Policies, and Procedures Beverly McEntire, M.S., CCC-SLP
- 2:30-3:30** Counseling and the Speech-Language Pathologist Mary Streib, M.S., CCC-SLP

**Topics and Presenters:**  
**Catherine L. Ross, M.S., CCC-SLP** obtained her B.S. in Speech Pathology from Southwest Missouri State University and her M.S. in Communication Disorders from the University of Wyoming. She has worked at Teton County School

District #1 as a speech-language pathologist for the past ten years and serves as a speech therapy pool employee at St. John's Medical Center in Jackson, Wyoming. Cathy is the president of the Wyoming Speech-Language-Hearing Association. Recently, Cathy has participated in various trainings and has been investigating best practices for reducing stress in the workplace.

**Title:** From SLP to SLP: Stress-Loaded People to Stress-Less People

**Summary:** This presentation will offer tips for reducing and minimizing stress at work while recognizing that stress is a natural part of the work world. Discussion topics will include how to establish a balance between organization and chaos while dealing with heavy workloads and daily dilemmas.

### **Learner Outcomes:**

Participants will:

1. Identify their 3 highest stressful situations at work
2. Identify 3 solutions for minimizing stress at work

**Marcia B. Kelley, M.S., CCC-SLP** received her

undergraduate degree from combined major of biology and chemistry with electives in elementary education. She taught kindergarten and second grade for several years in Iowa, Colorado, Michigan and New Mexico, raised her children, and then returned to get her M.S. in communication disorders from the University of New Mexico. Marcia worked as an early childhood speech-language pathologist in classroom-based programs in the Albuquerque Public Schools and for PAEC, a special education school district in Chicago, before coming to work at the University of Wyoming as an Associate Lecturer and Supervisor of Clinical Services in speech-language pathology. She developed her interest in phonemic awareness when several of her mid-school clients at the UW Clinic were unable to learn to read in school. Marcia read research, went to seminars, learned from her students, and put this new information together with her experience as a teacher of reading to help older students to gain phonemic awareness and learn to read for the first time.

**Summary:** This presentation will address the relationship between phonemic awareness and phonics, and their place in reading and spelling.

**Title:** Phonemic Awareness and Phonics: Their

Loretto Heights College in a Relationship to Reading and Spelling

**Learner Outcomes:**

1. Participants will be able to differentiate between phonemic awareness and phonics.
2. Participants will be able to state how phonemic awareness and phonics is related to reading and spelling.

**Beverly McEntire, M.S., CCC-SLP** has worked as a Speech-Language Pathologist for Lincoln County School District #2 since August 2002. She received both her B.A. and M.A. in Communication Disorders from California State University – Long Beach. Prior to moving to Wyoming, Beverly worked in public schools in Southern California, five years teaching in a self-contained classroom for Communicatively Handicapped, and thirteen years as an itinerant speech/language pathologist serving preschool through elementary aged students. She also worked part-time for ten years in private practice, home health, and hospital settings. Beverly has participated in various trainings and attended conferences on Adaptive Technologies. Conferences attended include RIATT's assessment training (5 days) in Las Vegas in January,

2003. She has also completed online courses, specifically, an overview of AT and Assessment – Data Gathering through RIATT. Due to Ms. McEntire's involvement with AT, her district was funded by the state of Wyoming for a grant, purchasing AT equipment for a lending/assessment library. Currently, she is the Chairperson for her school districts AT assessment team.

**Title:** Adaptive Technologies: Services, Policies, and Procedures

**Summary:** This presentation will present legal definitions of AT and AT services. Various AT/AAC devices and applications will be shared.

**Learner Outcomes:**

1. Participants will identify definitions for AT and AT services.
2. Participants will increase awareness of AT/AAC equipment.
3. Participants will identify ways in which AT/AAC can be used by students with communication disabilities.

**Karen LaDuke, M.S., CCC-SLP** obtained her BA in Spanish from the University of Montana and her MS in Speech-Language Pathology from the University of Wyoming. She provides speech-language services in the Teton Valley, Idaho and

Wyoming communities in a variety of settings. Karen also provides evaluation, diagnostic, and intervention planning services for Spanish-speaking students. She has attended many workshops and completed self-study courses focused on the best evaluation and service delivery practices for students with English as a Second Language (ESL). She is excited to share her new knowledge in this area.

**Summary:** Many factors affect second-language acquisition. These factors as well as stages children go through when learning a second language will be discussed. Evaluation and treatment practices for determining true speech-language disorders will also be addressed.

**Title:** Evaluation and Treatment for Spanish-Speaking Students

**Learner Outcomes:**

1. Participants will identify the items necessary for a complete dual language evaluation.
2. Participants will identify factors affecting low scores/low language skills in ESL students.

**Mary Streib, M.S., CCC-SLP** received her undergraduate degree from Washington State University and her M.S. in communication disorders from Eastern Washington University. She attended the

University of Idaho and obtained a M.Ed. in Education Administration. During the past 19 years, Mary has worked in a variety of settings including Adult Developmental Centers, Public Schools (K-12), preschool/infant toddler service programs, supervisor for a self contained MR/Autistic program, and as a home based clinician. In addition, she served as a state department consultant in Idaho providing counseling to SLP's and teachers regarding school law. Currently, Mary is employed with the Dubois WY Public School System (K-12) working with a variety of students addressing a variety of abilities and disabilities. On a daily basis, Mary provides counseling to students, parents, and staff on the role of the SLP and why communication is the key to success in any setting.

**Summary:** The Scope of Professional Practice in Speech-Language Pathology by ASHA lists counseling as on the broad range of services provided by SLP's. This presentation will address the purposes of counseling for SLP's which include giving information and support, help in developing problem-solving strategies for achieving therapeutic goals, and providing personal adjustment counseling.

**Title:** Counseling and the Speech-Language Pathologist

**Learner Outcomes:**

Participants will:

1. Discuss ways to integrate counseling techniques into all parts of clinical practice.
2. List five basic counseling techniques

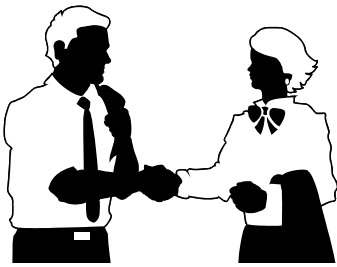
There is no registration fee; however, you need to contact Patti Drui at [druip@wyoming.com](mailto:druip@wyoming.com) in order to reserve your space. Registrations must be received by April 27, 2004. Include your name, postal and e-mail address, and phone. Please pass this information to others who may be interested in joining us. This workshop is offered by Region 2, however, members from other regions are welcome!

## Meadowood Springs Speech and Hearing Camp

Energetic Staff needed at Meadowood Springs Speech & Hearing Camp: Master Clinicians (SLPs), Specialists (Teacher of the Deaf, OT w/specialty in Sensory Integration, Autism or Behavioral Specialist), Clinician Ones,

Student Clinicians, Sign Language Interpreters; Cabin Counselors, Kitchen, EMT/RN, Lifeguards, Secretary and Activities Staff

Meadowood Camp is a 40-year-old camp for children 6-16 years of age with speech and hearing disorders and for children w/special needs. Camp is located in Blue Mtns. of Eastern Oregon. For App/Info, call 541-276-2752 or **e-mail:** meadowood@oregontrail.net or visit our web site: [www.meadowoodsprings.com](http://www.meadowoodsprings.com).



## **You are not alone.com** **The National Center for Speech-Language Pathology in the Schools**

The National Center for Speech-Language Pathology in Schools has developed a website that features multiple resources for school speech-language pathologists. A main feature of the website is the **ASHA Approved CEU**

presentations available at no cost (**FREE**) until the conclusion of the grant period (Fall 2004). In addition to the presentations, you will find article abstracts, book abstracts, checklists, forms, and links to U.S. state standards.

This project is funded by a U.S. Department of Education, Project of National Significance Grant. The grant is a joint collaboration between the Miami University (Ohio) and the University of Cincinnati. The project offers presentations on 3 main issues: Performance Assessment, Curriculum Based Intervention, and IEP Planning. All sections offer multiple presentations by speech-language pathologists whom are considered experts in the field and are highly recognized national speakers such as Judy Montgomery, Ron Gillam, Carol Westby, and Kenn Apel among others. These presentations offer practical information for implementation within the school environment.

The web site offers a variety of other resources for speech-language pathologist within the schools:

- Electronic library which holds more than 100 articles
- Listservs and links to other web sites
- Forms and checklists to be downloaded and printed
- State standards
- Newsletter

Please take this opportunity to access this website which allows speech-language pathologists to enhance their abilities to effectively address the needs of their students. Access the website at <http://www.uc.edu/ncslps> If you any questions please contact: Stacy Williams at [ncslps@zoomtown.com](mailto:ncslps@zoomtown.com).

The Web Site Team:  
Nancy A. Creaghead, Ph.D.,  
Wayne Secord, Ph.D., Ann  
Glaser, M.S., Jo-Anne  
Prendeville, Ed.D., Linda  
Wellman, M.A., Stacy L.  
Williams, M.A.

## **WSHA 2004** **VOLUNTEER OF** **THE YEAR!**

**Nominations are currently being accepted by the Volunteer of the**

## Year Committee for WSHA's 2004 Volunteer of the Year.

As you recall the WSHA Volunteer of the Year recognition was started last year with our first recipient, Nena Germany Greer. 2003 had been designated by ASHA as the Year of the Volunteer! The WSHA Board felt that this was such a good way of recognizing one of our hard working volunteer members we will select a Volunteer of the Year each year.

The Volunteer of the Year committee is chaired by the WSHA past president. This year Mary Streib is the chair with volunteer members of the committee consisting of; Mary Jo Petra, Patti Drui and Mary McCarty. The committee will be choosing the 2004 Volunteer of the Year and presenting the recipient with the award at our annual convention, this year the last weekend in September, in Casper. Nominees should be submitted to Mary Streib by July 1, 2004. Nominees will be reviewed by the entire committee and a selection made by August 15, 2004. The 2004 Nominee will be notified of the award and presented to the WSHA membership in Casper at the annual Business Meeting. Please submit in writing why you feel your nominee should be selected and

email, mail or attach the information to Mary Streib at:  
P.O. Box 671 Dubois, WY 82513, or  
[marys@rams.fremont2.k12.wy.us](mailto:marys@rams.fremont2.k12.wy.us).

WSHA has many deserving members! The Volunteer of the Year committee is expecting to have to make a difficult decision in choosing the 2004 Volunteer of the Year Recipient



## Region 1 News

Region 1 will be throwing their hat in with Region 2 for their Spring Workshop by providing bagels and spreads from Sage Creek Bagels in Green River. The Workshop is Tuesday, May 4, 2004 in Big Piney at the Sublette County Library. Thank you, Region 2 and Patti Drui for planning this conference and opening it up to the rest of us! It makes my job much easier!

Christa Vandervort

## Region 3 News

Hey guys! I sincerely apologize for not keeping in touch with all of you better...I would love for all of us to get together soon, just to meet, or reacquaint ourselves with all of the great WSHA members in our region--and to meet new people that should be a part of WSHA. If anyone has any suggestions about times or places, give me an email at [petrasfamily3@msn.com](mailto:petrasfamily3@msn.com) or call me at Big Horn Basin Hearing, 527-6475. Maybe we can have a family picnic in May? Let me know... and let me know if you have any interesting things going on in Region III so I can make sure they get in the WSHA newsletter!

Mary Jo Petras

## Region 5 News

We will be meeting near the end of May to have a sign-up party for those interested in helping with the next WSHA convention in Casper. We need lots of volunteers to help in all committee areas to help make the 2004 convention run smoothly. Plus we had lots of fun during the last convention. We hope everyone can help in some way.

Tom Rowley

## Region 6 News

The plan for region 6:

A BBQ in the Snowies sometime in July. The purpose is to get to know who is out there in our region and establish some communication between each other. Purely a social event really.

My email address is [joeldr@trib.com](mailto:joeldr@trib.com) and home #307-324-2997.

Caty Draper

## Region 7 Plans

We would like to schedule a get together in June at a Park centrally located like Wheatland. A date has not been established. You can contact Mary McCarty at [mmccarty@goshen.k12.wy.us](mailto:mmccarty@goshen.k12.wy.us); or [wynamster@scottsbuff.net](mailto:wynamster@scottsbuff.net); or by calling 307-834-0169.

## Region 8 News

Hello all you other Region Reps!  
I routinely meet with members of Region 8 on a regular basis. I report on WSHA activities at each faculty meeting and I feel that our group is "connected" to what is happening around the state.

Lynda Coyle

## Cleft Palate

Cleft Palate Team will be meeting in Riverton on Thursday, May 13 and Friday, May 14. Please contact Trish O'Grady at Dental Health Services in Cheyenne if you require an appointment. She can be reached at 307 777-7947.



## *May is Better Hearing and Speech Month!!*

Submitted by Lynda D. Coyle,  
Region VIII Representative

This year, the WSHA Executive Board decided to take an alternative route to promoting this important national awareness month for our profession and the people we serve. It was decided that instead of WSHA alone trying to promote this month that they would engage the help of the Wyoming chapter of the National Student Speech, Language and Hearing Association (NSSLHA). This organization is the only student organization recognized by ASHA. The Wyoming chapter is located at the University of Wyoming and is associated with the Division of Communication

Disorders. Using the funds set aside by WSHA, the NSSLHA group decided to put together promotional packets for all current WSHA members. The majority of the ideas and activities will be available to members via the WSHA web site at [www.wsha.info](http://www.wsha.info). These documents will be easily downloaded for members to use as is or modify to fit their specific work locations. The intention of the packet is to have members do their own part for promoting this special month, with as much or as little enthusiasm/effort as they chose. The ideas are suggested activities and events that have been successful at the University of Wyoming and elsewhere. The promotional packets will contain items directly from the ASHA products catalogue that members can display and use to promote awareness in their buildings and local communities. Promotional packets are scheduled to be mailed during the last week of April. Information from the WSHA web site will be available immediately. Click on the link entitled, ***"Communication for Life"*** for more information.

## Ann Van Trump Battles Cancer

Our thoughts are with Ann Van Trump, Region 4 Representative, SLP in the Sheridan schools. Ann has

been battling breast cancer this past winter. She has just finished chemo treatments and will begin 6 weeks of radiation May 5th. If you'd like to extend encouragement to Ann, you can write to her at 101 Red Fox Drive, Sheridan, WY 82801.



## UW Corner

**New Faces.** Dr. Su-Hyun Jin joined the audiology faculty in January 2004. Dr. Jin received her Ph.D. from the University of Minnesota in December 2003. She will teach courses in Cochlear Implants, Hearing Science, Speech Perception, and Psychoacoustics.

**Summer Courses.** The Division will be offering several one-week classes as part of its graduate curriculum in Summer 2003. Topics/speakers include:

### *Summer Courses/Speakers Tentative Dates*

Vestibular Assessment/Dr. Kamran Barin 6/7/04 – 6/11/04 (1 week)  
Comm Develop Infants & Toddlers/Dr. Krisztina Zajdo 7/19/04 – 7/23/04 (1 week)

Augmentative/Alternative  
Comm TBA  
7/5/04 – 7/9/04 (1week)

### *2nd Annual Barbara Kahn Foundation Speaker Series*

presents:

*THE ABCs OF TEACHING  
SPOKEN LANGUAGE:  
AUDITORY-VERBAL THERAPY*

Speaker: Dr. Donald  
Goldberg Dates: 7/14/04 -  
7/16/04 (5 hours/day)  
Location: Center for  
Teaching & Learning  
classroom/3<sup>rd</sup> Floor, Coe  
Library, University of  
Wyoming ASHA CEUs  
pending.

As a token of our appreciation to WSHA for the support they have extended to our students and the Division, we are offering this three day course **free of charge to WSHA members.** We will offer CEUs and will provide a certificate of attendance. If you would like to register for the conference, please contact Claoma at 307/766-6427. Note: for those who wish to obtain academic credit, you will still need to register (and pay) for this one-credit class through the registrar's office at the University of Wyoming. Please let us know by June 15<sup>th</sup> if you will be attending the course so that we can ensure that we have enough textbooks in the bookstore as well as a large enough classroom.

Dr. Goldberg is an Associate Professor at Wooster College in Ohio and is nationally known for his work in aural rehabilitation. He co-wrote the text *Educational audiology for the limited hearing infant and preschooler: An auditory-verbal program* with Doreen Pollack and Nancy Caleffe-Schenck. He will use that text in this course/workshop.

**Alumni Gifts.** Many thanks to those of you who support our division with your time and gifts. Your support of our students through donations to the annual fund and WSHA membership support is greatly appreciated by us all.

## Ethical Practices Committee Report

Submitted by Cathy Ross

An alert WSHA member brought a matter to my attention that concerns SLPs who work at some Developmental Preschool Centers and our profession in our state. She reported the use of the Preschool Language Scale-4 (PLS-4) as a pre- and post- assessment of literacy skills for preschool children who attend the Even Start Programs. The WSHA Ethical Practices Committee convened to consider our position on this issue as it relates to the use of this instrument to measure

literacy progress and what outcome there is in doing so to our members and our profession. The committee followed a protocol that included research, discussion, identification of possible courses of action, identification of possible conflicts that could arise from each action, consensus of action, and follow through. The result of the committees' action was to write a letter to Diane Frazer, state director of the Even Start Program for Early Literacy, in Cheyenne Wyoming. Our letter was informational regarding the design of the PLS-4 and recommended that the Even Start Program find alternative assessments to measure progress of their students. We also offered the expertise of our members in finding alternative assessments. Another course of action recommended by the committee was to inform our membership of the use of the PLS-4 so that we will be aware of the dilemma if it is happening in our communities.

The WSHA member who alerted me to this problem works at a Developmental Preschool Center. She said that she was approached by the local program director of the Even Start Program in her community and asked if she would score and interpret the PLS-4 assessments that were

administered by the Even Start teachers (not SLPs). This member wisely refused to score and interpret an evaluation that she had not administered and questioned the use of the PLS-4 as a pre- and post- assessment. She wondered what conflict might present if a child from the Even Start Program who had the PLS-4 administered multiple times was referred to her program.

The Even Start Programs for Family Literacy have been operating in Wyoming under federal funding for over a year. This program is under the Department of Education and is separate from the Department of Developmental Disabilities, which governs the Child Development Centers. The Even Start Programs are operated through the "Now Cap" social services programs. Some programs are tied to school districts and some are run by anyone who wants to fill out an application with the state. Most project directors have some background in early childhood. Teachers may have 2-4 years of college, not necessarily in early childhood and some do not have any college background.

As a way to measure progress towards literacy, the state director made the decision to utilize the PLS-4 as a pre- and post- assessment. PLS-4 kits were

purchased for all Even Start Programs with training implemented by someone from Casper and assessments were begun.

At issue it that the PLS-4 is designed as a diagnostic tool to indicate language impairment. It is not designed to be a pre- and post- assessment for progress in literacy skills. The PLS-4 manual states that it is recommended that an SLP score and interpret the evaluation. The Even Start programs do not employ SLPs. If the Even Start Program assesses a 3 year old one or two times with the PLS-4 and then that child is referred to the local Child Development Center, the SLP would not be able to utilize the PLS-4 as a diagnostic instrument due to its previous use (assuming s/he was even aware it had previously been administered).

I'd like to recommend that members find out if an Even Start Program is operating in your area and if so find out about the use of the PLS-4. Perhaps you'd like to contact the local program director of Even Start and voice your concern about the use of the PLS-4. If you are an SLP working at a Child Development Center, I think it is very important for you to be aware of this information. If you are an SLP working with Kindergarten students, it is important for you to

know if any students on your caseload attended an Even Start Program.

WSHA Ethical Practices Committee is not critical of the instruction or programming at Even Start Family Literacy Programs. We are only concerned with the use of the PLS-4 as it might impact SLPs who work in Child Development Centers or with kindergarten students.

I'd like to commend the WSHA member who correctly identified an ethics issue and brought it to my attention. I'd also like to thank Teresa Ukrainetz, University of Wyoming, for doing some research and Mary Hardin-Jones, University of Wyoming for doing research, writing the PLS-4 authors, and writing to the state director of the Even Start Program with her concerns. Finally, I'd like to thank the board members who made up the Ethical Practices Committee for their dedication in considering this issue and making thoughtful recommendations in a very timely manner.

## **Audiologist Ben Koperski celebrates 20th Anniversary!**

Our congrats go to Ben Koperski and his wife Mary

on their 20th anniversary in private practice!

A 20 year milestone in private practice is pretty special, and it couldn't have happened to a more special person... Congratulations to audiologist Ben Koperski and his wife Mary for reaching this milestone with Big Horn Basin Hearing, Inc. in Cody!

Few SLPs and audiologists in Wyoming are unfamiliar with Ben, who has been an audiologist in Wyoming for over 30 years. His warmth and knowledge--and willingness to give 110% to help the hearing impaired individuals of Wyoming-- has made him a "Legend" in WSHA !

Ben graduated from the University of Nebraska with an MA in Audiology in 1973 and was an instructor and Clinical Supervisor at the University of Wyoming Speech and Hearing Clinic for 11 years. In 1984 he moved to Cody to begin his own private practice, Big Horn Basin Hearing, Inc. When asked why the change, he said opening a private practice "seemed like a good opportunity to practice what I had been teaching"...

Ben's practice has grown steadily, and now besides the main Cody office, Ben has satellite offices in Powell and Worland. The team at BHBH has also grown to

include wife, Mary Koperski (who was responsible for many of the classroom sound amplification systems in Wyoming-- and should be an "audiologist by osmosis"), hearing aid technician Brenda Moore, and second audiologist Mary Jo Petras. In addition to comprehensive audiology and hearing aid services in the offices, Ben also consults with several school systems in providing educational audiology services, and provides industrial hearing conservation testing and management. He also serves as the audiologist for the State of Wyoming Dept. of Education Multi-handicapped Assessment Team.

It is certainly understandable why Ben has been honored for his service to the hearing impaired on several occasions. In 1984 Ben was recognized by the ASHA Foundation for his outstanding contribution to clinical practice in communication disorders, and was awarded the Clinical Achievement Award for Wyoming. And in 1991 he was instrumental in bringing the Relay system to Wyoming, and was appointed by the Governor of Wyoming to serve on the committee to oversee the Division of Vocational Rehabilitation's plans to install the relay system for the speech and hearing impaired in this state. Ben served as vice-chairman of

the committee.

WSHA and Wyoming are very proud to have such a wonderful spokesperson for our profession. Congratulations Ben !

*Mark your calendars for Friday, April 30th-- Big Horn Basin Hearing will be sponsoring a free community seminar about ears and hearing loss from 9-4 at West Park Hospital in Cody-- lunch is free, and we should have some dynamic audiologists and physicians speaking. You are all invited--just call us for more details!*

### **Legislative Council** **Caucus Report from** **March, 2004:**

Submitted by **Nena Germany-Greer, Legislative Councilor**

Ensuring an Adequate Supply of Highly Qualified School Based Speech-Language Caucus Leaders: *Barbara Moore-Brown (CA) and Marion Hammett (TN)*. This caucus focused on the topic of shortages of speech-language pathologists in schools. Most specifically, two reports were discussed and discussion ensued which identified issues and recommended actions. Implications for ASHA as an organization were also discussed. The 2002 report from the US Department of Education entitled Twenty-Fourth Annual Report to the Congress on the Implementation of the

Individuals with Disabilities Education Act, contains an entire chapter entitled "Ensuring An Adequate Supply of Highly-Qualified Speech-Language Pathologists." The information in the document is based on data from the Study of Personnel Needs in Special Education (SPeNSE). <http://www.ed.gov/abouut/reports/annual/osep/2002/index.html?exp=0>. Or go to <http://www.ed.gov> and put the name of the report into the search area. The report title will come up and the if you click on that, you will see the sections of the report and you can click on Section III. The Study of Personnel Needs in Special Education (SPeNSE) Website is <http://ferdig.coe.ufl.edu/spe/nse/>.

The second report that was reviewed was an ASHA report from October 2003, entitled: Supply and Demand for Speech-Language Pathologists Resource List. This report is available at: [http://www.asha.org/members/research/reports/supply\\_slp](http://www.asha.org/members/research/reports/supply_slp). US Dept. of Labor Statistics (all employment settings) indicate that the employment rate for speech-language pathologists is expected to grow much faster than the average for all occupations through the year 2010. For the period between 2000 – 2010: it is projected to be the 25<sup>th</sup> fastest growing

occupation of the 700 included in the statistics, and 11<sup>th</sup> of the 68 health care professions. The US Department of Labor also projects that more than 34,000 additional SLPs will be needed to fill the demand between 2000 – 2010 (39% increase in job opening) project that more than 57,000 job openings between 2000 – 2010 due to growth and net replacements needed (see information above from the USDE report). For the period between 1988 – 2000 speech-language pathology was projected to be grow at a faster than average rate, but ultimately was determined to grow at the rate of much faster than average. In 1988 there were 53,000 SLPs & Audiologists in the United States, and the US Department of Labor had \projected that by the year 2000 there would be 68,000. However, in reality there were 106,000. The ASHA report also cites the SPeNSE study, and the finding that the shortage of highly qualified personnel was cited as the largest barrier in recruiting and retaining HQ SLPs, and that this shortage is highest in the west . The 2000 ASHA Schools Survey of SLPs reported shortages in their schools and also documented that this shortage is worse in the west. LPs who work with younger children may be interested in two reports from an OSEP-funded project

at the University of Connecticut. Two reports on The National Landscape of Personnel Preparation in Early Intervention and Early Childhood Special Education, one on personnel involved in Part C services, the other on those working with Part B - 619, are available at the Center's website: <http://www.uconned.org/center/centerproducts.htm>

### **Congressional Actions**

**Needed:** Write Congress to Co-Sponsor SLP Direct Billing Legislation. ASHA needs your help! Please write or call your U.S. Senators to co-sponsor S. 568, as introduced by Senator John Ensign (R-NV), and your U.S. Representative to co-sponsor H.R. 1995, as introduced by Representative Fred Upton (R-MI). This legislation would make a technical correction to the Medicare Part B outpatient statute by separating Speech-Language Pathology (SLP) and Physical Therapy (PT) services into two separate paragraphs. Please go to ASHA's Take Action site at <http://asha.org/takeaction.htm>. From there you can send e-mails or letters to your Representative and Senators asking for their support of S. 568 and H.R. 1995. Or call the Capitol Switchboard at (202) 224-3121 and ask to be connected to your Representative's and Senators' Capitol Hill offices. ASHA's "Separate SLP and PT in Medicare Outpatient

Statute" issue brief can be found at <http://asha.org/NR/rdonlyres/9277E1B8-F882-4705-A784-B9BC42BA7AA7/0/SLPPTStatute04.pdf>. For more information, please contact Linda S. Lucas, ASHA's Director of Grassroots Advocacy, via e-mail at [llucas@asha.org](mailto:llucas@asha.org) or by phone at 800-498-2071, ext. 4427.

### **ASHA's 2004 Advocacy to Focus on Direct Access, IDEA and Doctoral Shortage**

- The issue objectives within ASHA's Public Policy Agenda are intended to address the major public policy concerns of audiologists, speech-language pathologists, and speech/language/hearing scientists before federal and state governments. This year's top three issue objectives include expanded direct patient access of audiology and speech-language pathology services, including direct billing, to ensure these services are included in Medicare fee schedule payment rates, full funding and reauthorization of the Individuals with Disabilities Education Act (IDEA), with specific attention given to the recruitment and retention of highly qualified personnel, reducing caseloads/workloads, promoting effective early intervention and outcomes-based practices, and providing services to culturally and linguistically

diverse children, and federal training, financial aid, and loan forgiveness policies and funding priorities that impact recruitment and retention of Ph.D. faculty and researchers in communications sciences and disorders graduate programs, including continued focus on racial/ethnic minority groups. The 2004 agenda can be viewed on ASHA's Web site at:

<http://asha.org/about/legislation-advocacy/federal/agenda/2004ppa.htm>.

For further information, please contact James Potter, ASHA's Director of Government Relations & Public Policy by e-mail at [jpotter@asha.org](mailto:jpotter@asha.org) or by phone at 800-271-4098, ext. 4125.

### **Presidential Candidates Set – 'Choose or Loose' by First Registering to Vote**

- Back by popular demand from the 2002 election cycle, ASHA has launched its 2004 Get-Out-The-Vote (GOTV) Web site at <http://www.asha.org/gotv.htm>. Included on the site are links to presidential candidates that show where they stand on particular issues, including health care and education. There are also on-line voter registration forms for each state, instructions on how to apply for an absentee ballot, and additional resources to help voters choose candidates in congressional and state

ances. The site will be publicized in the March 3 issue of the ASHA Leader. Comments, questions, or suggestions may be sent to [gotv@asha.org](mailto:gotv@asha.org).

### **State Model Bills**

**Available** - Part of ASHA's assistance to state associations is the development of state model bills. Model bills may need to be modified to meet individual states' needs before they are introduced into the state legislature. ASHA has developed a series of model bills on subjects ranging from health care coverage of audiology (including coverage of children's hearing aids) and speech-language pathology services to state licensure. During 2004, ASHA will be revising its model bill on Early Hearing Detection and Intervention that was drafted more than five years ago and contributed significantly to the increase of states which required EHDI from 11 in 1998 to 38 (plus the District of Columbia) at the present time. The revised bill will focus on the need for follow-up evaluation after screening as well as appropriate coverage and reimbursement for early intervention. For more information, please contact Susan Pilch, ASHA's Director of State Legislative and Regulatory Advocacy, via e-mail at [spilch@asha.org](mailto:spilch@asha.org) or by phone at 800-498-2071, ext. 4284; or Dr. Charlie Diggs, ASHA's

Director of State and Consumer Advocacy, via e-mail at [cdiggs@asha.org](mailto:cdiggs@asha.org) or by phone at 800-498-2071, ext. 4151.

## **JOB OPPORTUNITY**

### **Bonneville Joint School District #93**

#### **Speech Language Pathologist**

Bonneville Joint School District #93, Idaho Falls, ID, has an opening for a full time Speech Language Pathologist. Applicant must have a Master's Degree (CFY supervision available) and be able to secure an Idaho Pupil Personnel Services Certificate with a Speech-Language Pathologist endorsement from the Idaho State Department of Education. Position is a 9 month contract with benefits, and will be open until filled. It requires travel between buildings to provide services, and applicant must be willing and able to serve as a contributing member of a team that provides educational services to identified children. Applications are available at 3497 N. Ammon Rd., Idaho Falls, Idaho 83401.

Contact:

**Patti Wade**  
**Human Resources Officer**  
**Bonneville Joint School District #93**  
**3497 N. Ammon Rd.**  
**Idaho Falls, Idaho 83401**  
**(208) 525-4400**  
**[wadep@d93.k12.id.us](mailto:wadep@d93.k12.id.us)**

Please visit our website at:  
<http://d93.k12.id.us>

### **Medicaid in the Schools**

Submitted by Cathy Ross,  
President

Many WSHA members were busy monitoring the actions of the Wyoming Legislature this winter while they were in session. I'd like to direct your attention to a bill that did not pass, but is likely to come up again in the future.

Senate File 65 was created to require schools to bill Medicaid for some special education services, including speech-language services. This bill passed the Senate but was (thankfully) allowed to die in the House committee. Mary Streib, Past President, and I were in daily contact with representatives and the WEA lobbyist, Steve Thulin, concerning this bill. When the bill was passed from the Senate to the House Committee, I asked a friendly committee member and Steve if they would like me to send an email blast to WSHA members to start a

writing campaign. Both requested that I wait as they were working quietly behind the scenes to allow the bill to die. They were successful and the bill was allowed to die—it did not pass out of House committee so that it could not be voted on to become a law.

Steve Thulin advises that since most states do require schools to bill Medicaid for some special education services, this issue will likely come up again. While billing for Medicaid looks like easy federal money to the legislatures, experiences in other states are:

- More weekly and monthly paperwork for SLPs
- Cutbacks in state funding for special education since federal monies are obtained for Medicaid (WY currently has 100% reimbursable. Will this continue with Medicaid billing?)
- School districts must spend money to hire staff to file the billing for Medicaid and this is often not reimbursed by other states.
- Fraud is often reported by SLPs who are directed to bill for services that do not qualify.
- Conflicts in the medical vs. educational model.

- Many claims are rejected and who pays for those services?

Steve suggests that WSHA members contact our legislative members over the summer to voice our concerns about Medicaid billing in the schools and recommend that it not be introduced again next year. He also suggests that should it be introduced, it is critical that the bill be written so that it is more advantageous to schools.

Keep alert to this action and talk to your representatives and senators. WSHA does not have a lobbyist, but we can rely on the WEA lobbyist to monitor school-based issues. How can we monitor private practice or medical issues? All members must take responsibility for monitoring the actions of our legislature when they are in session. If you see a concern, send an email to the WSHA president. I found the Legislature website to be really useful and I bookmarked it so that I could follow actions each day.

<http://legisweb.state.wy.us/>

## WSHA CONVENTION 2004- "THE ART OF SPEECH AND HEARING" SEPTEMBER 22-25

Plans are well underway for a great convention filled with good speakers, great social events, and opportunities to meet and share ideas with new and old friends alike. We are changing venues this year, the Holiday Inn was wonderful to work with us, however feedback from the membership suggested a new view, we will be at The Radisson Hotel-Casper, there is a block of rooms set aside for WSHA members at the rate of \$55.00 per night so make your reservation early!

We will have a silent auction, daily raffle, and plenty of opportunities to socialize with dinner groups, exhibitors displays, talks, poster & mini sessions. If you have a poster or mini session you would like to present please contact Shane Hunsaker at [alpinehc@earthlink.net](mailto:alpinehc@earthlink.net) to schedule this presentation.

We will start the convention with the Annual President's desert reception at 7:30 Wednesday. We will have our annual board meeting on Thursday September 23 at the Radisson and everyone is invited to attend.

On Friday September 24, 2004 The Hometown team has planned an "Evening with the Arts" at the Nicolayson Art

Museum there will be Wine and Cheese, great food and wonderful entertainment (string quartet, pianist, and other artists performing) The Leader of the Home team, Tom Rowley, promises an evening of relaxation and good conversation!

The speakers we have arranged are excited to visit Wyoming and you will be receiving your registration form and Bio's of the speakers shortly. The Audiology tract will cover such topics as Ototoxicity, Tinnitus and Phantom Sounds, Cochlear Implant technology and management of both school age children and adults as well, the Wyoming infant hearing team will do a presentation, AFA- will present on the AuD and also State Licensure issues will be discussed.

The Medical tract will have presentations on Dysphagia, Traumatic Brain Injury

The educational tract will have presentations on Practical Management of tough kid, Interactive Reading, Role and Skills of an Externship Supervisor.

We look forward to seeing all of you at the 2004 Convention in Casper! If you have any questions or want to present please contact Shane Hunsaker at [alpinehc@earthlink.net](mailto:alpinehc@earthlink.net).

## *Upcoming Conference*

### LANGUAGE & LITERACY WORKSHOPS

**Enhancing Children's  
Phonological &  
Metaphonological Skills –**  
Presenter: Barbara Hodson,  
PhD, CCC-SLP  
June 10, 2004

#### **AND/OR**

**Child-Directed  
Interventions for Children  
With Autism Spectrum  
Disorders -**  
Presenter: Glen Robert  
Buckendorf, PhD  
June 11, 2004

**Location –** Four Points  
Sheraton - Denver, CO

**FOR MORE INFORMATION  
and REGISTRATION  
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EMAIL: [custserv@health-  
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WEBSITE: [www.health-  
ed.com](http://www.health-<br/>ed.com)**

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