

THE OSHA COMMUNICATOR

A PUBLICATION OF THE OREGON SPEECH-LANGUAGE & HEARING ASSOCIATION

2017, Volume IV

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The OSHA Communicator is a publication of the Oregon Speech-Language and Hearing Association and is edited by Marcia Frost, OSHA Publications Chair. If you are interested in submitting an article or advertising in the newsletter, contact the OSHA office at OSHASTaff@gmail.com or 503-378-0595.

Letter from the President

By: Lyndsay Duffus



As I was sitting in that convention center ballroom, listening to Karen Aguilera discuss how passionate our late president Kathy de Domingo was about advocacy for her clients and her profession, I was struck by how much one person can influence the world around them – how advocacy can make real change for those we serve and for ourselves as well.

Our recent 2017 OSHA conference, Advocacy in Action, saw a large group of professionals coming together to learn and share these same ideals. If one can make such a huge difference in the lives of those around her, just think of what we can do as a cohesive group. A new aspect of the conference, the Friday lunch breakout sessions, saw this in action with people brainstorming solutions to real-life problems in their work place settings.

It is easy to let this spark die a bit when we return to the 'every day' of our lives and work. But it is in this environment that we often see the need for advocacy and change – the caseload that seems to be ever increasing, funding sources that seem to decrease every year, paperwork that becomes so much more daunting.

Our voices coming together, as they did at the October conference, can help to make real change. A driving force of OSHA as an organization is advocacy for our members and for those we serve. As is true with so many things, this starts at a local level with our state legislature. We all saw this come to fruition with the passage of universal licensure for speech-language pathologists in the state of Oregon. The impetus for this change started with a few people advocating for their profession and OSHA helped to move this forward. This is what we can do as a group of passionate individuals and how OSHA can help to make these important changes a reality.

So, make your voices heard! Educate those around you about the importance of what speech-language pathologists and audiologists do and how we make real change in the world around us on a daily basis. Again, it is through this advocacy, both as individuals and as a group, that we see our visions become reality.

Thank you all for attending the 2017 Conference and sparking this passion for advocacy – we will see you in 2018!

Happy Holidays!



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From Author
Samuel O. Ortiz,
Ph.D.

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HUMANS OF OSHA *Stories*

Humans of OSHA is a project that has been started by the Communications Committee to learn more about the wide variety of fascinating members who comprise this organization. If you would like to nominate a colleague or you would like to be a featured Human of OSHA, please e-mail Jordan Tinsley at jri230@gmail.com. Thank you for reading, and we look forward to meeting many more members in this unique way!

By: Jordan Tinsley (Humans of OSHA)

Kelli Murdock Eickelberg, University of Iowa graduate

Current work location:

Private Practice, Kelli Murdock Eickelberg, MA, CCC-SLP

CFY/previous work experience:

CFY: The Edwards Center and Beaverton School District. I then worked at Emanuel Hospital before beginning my private practice in 1998.

Why did you choose to become a SLP or Audiologist?

I was interested in sign language and my mom, who was a Nurse Practitioner, knew an SLP working at her hospital. I spent the day with the SLP during the summer of my freshman year in high school, and fell in love with the field.

What is your favorite part of your job?

Communication is the key to getting needs met, expressing our thoughts, developing relationships, and feeling more in control of our lives. I love being a part of helping someone make those communicative connections with those important to that person.

What is the most challenging part of your job?

Getting the paperwork done, it's my least favorite task.

Do you have any wisdom/advice/treatment tip you'd like to share?

Listen to a child's parent(s)! Even though they may not speak SLP language, they know the most about their child, and will give you great insight into what is really going on with that child if you truly listen.

What is/are your favorite continuing education or patient education resource(s)?

Both Edythe Strand, Ph.D., CCC and Pamela Marshall, MA, CCC have taught me so much about motor speech disorders and how to break it down for teaching.

What historical figure do you want to chat with over coffee?

Elizabeth Stanton and Susan B. Anthony for being the first to start the ball rolling for women's rights. Without them, I might not have gotten to follow my dreams.

What's your favorite book?

It's hard to pick one, but I've really enjoyed *Kite Runner*, *The Time Traveler's Wife*, and *To Kill a Mockingbird* all for different reasons.

What is your favorite quote?

"Work hard to play hard!" and "Let go and let God."

What do you carry in your bag/briefcase/toolbox?

My newest favorite gadget is the Throat Scope from Australia. A clear plastic tongue depressor connects to an LED light, which makes it so much easier to see in a child's mouth on the first try. (I wish they would make a pediatric size, however, because the length of the blade is a little overwhelming for the child.) I tell kids that it's my "lightsaber" which gets them really interested, then I let them activate it and look in my mouth. Usually after that, they'll let me take a turn.

Advocacy in Action



Congratulations to the 2017 OSHA Award Winners

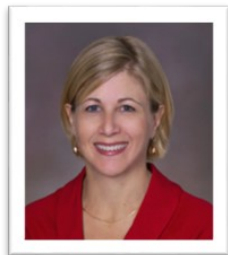
Each year at the Fall Conference, OSHA makes time to acknowledge and pay tribute to exemplary individuals. Several nominees were honored at the recent 2017 OSHA Conference:

BOB BUCKENDORF SCHOLARSHIP AWARDS

- Reny Ferrari, Pacific University
- Emma Brooks, Portland State University
- Kelsey Decker, University of Oregon

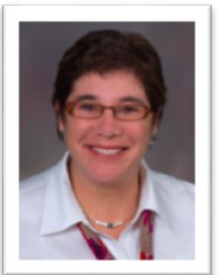
PROFESSIONAL AWARDS

The **OSHA Award of Clinicianship** recognizes a speech-language pathologist, speech-language pathology assistant, audiologist, or educator of the deaf/HOH whose dedication to the field is reflected in strong clinical and/or leadership skills paired with compassion, empathy, humor, and acts of support to colleagues and clients. Beyond clinical skills, this person's spirit touches and inspires those around them. The 2017 OSHA Award of Clinicianship was presented to Rosemarie Cole of the Medford School District.



The **OSHA Outstanding Clinician Award** recognizes a speech-language pathologist, speech-language pathology assistant, audiologist, or educator of the deaf/HOH who consistently demonstrates outstanding clinical, advocacy, and/or leadership skills. The OSHA Outstanding Clinician Award was presented to Linda A. Bryans of Oregon Science and Health University.

The **OSHA Award for Outstanding Research and Teaching** recognizes a colleague whose published research or teaching (professional preparation or continuing education) has contributed to advancing clinical knowledge and/or practice in the fields of speech-language pathology, audiology, or education of the deaf/HOH. The 2017 OSHA Award for Outstanding Research and Teaching was presented to Melanie Fried-Oken.



The **OSHA Professional Advocacy Award** honors a person who has contributed to the advancement of the visibility, viability, or vitality of our professions. Potential nominees include legislators, philanthropists, SLPs, SLPAs, Audiologists, or any public figure who has shown outstanding advocacy for our professions. The 2017 OSHA Professional Advocacy/Distinguished Service Award was posthumously presented to Kathy de Domingo.

It is time to consider which of your colleagues and peers serve as powerful role models or provide valuable inspiration within our professional community. Nominees can be colleagues with whom you work every day, people who have served as your professional mentors, tireless professional advocates, or organizations that support our professions. Please visit the [OSHA website](#) to learn more about the Association's awards and the nomination process.

Thank you to all the participants who attended the workshops at this year's OSHA conference. This was the first year OSHA had SLPA-specific sessions and break-out lunch sessions. In attendance at the SLPA morning session, "Targeting Language Growth Through Literature", was a mix of SLPAs, SLPs, and students.

The break-out sessions during the Friday lunch included various topics related to the SLPA field such as the discrepancy between the number of SLPAs and SLPA positions, documentation and expectations, available resources and continuing education opportunities that specifically target the SLPA. Great feedback was shared, and it was apparent that having the opportunity to network with other SLPAs was vital. Many of you voiced that a desire for more SLPA sessions in future conferences.

In closing, I would like to announce that there will be a vacancy for the SLPA representative position on the OSHA Board, as my term is coming to an end. I enjoyed my time representing SLPAs at the state level and appreciated the opportunity I had connecting with others in the field. If you are interested in serving as the SLPA representative to the OSHA Board of Directors, please contact the OSHA office.

~ Shannon Picinisco

SLP-A Corner

HOW I BECAME A STUTTERING ALLY

By Sonny Filamor

In January 2017, I was invited to Dr. Megann McGill's stuttering research laboratory at Portland State University. It was at that moment I began to research and participate in the stuttering community, where upon I came across the National Stuttering Association (NSA). I noticed their annual conference was coming up and thought, "why not!" So, on July 4 I packed my bags and headed to the National Stuttering Association's 34th annual conference in Dallas, Texas.

On the first day of the conference, I was full of mixed emotions for several reasons: I was attending the conference alone, I was not a person who stutters, and I was not an SLP attending to earn CEUs but simply a student going for my own personal experience. As I entered the Fairfield Hotel, the energetic atmosphere welcomed me with many introductions to people I would grow closer to as the conference continued and who would eventually become good friends of mine.

The conference was jam-packed with a variety of informative and entertaining workshops for all ages lead by extraordinary pioneers in the stuttering community. Some of my favorite workshops included:

- Vivian Sisskin - Avoidance Reduction Therapy
- Scott Yaruss – Fresh Look at Speech Therapy For Adults Who Stutter
- Marcus Peter & Neil Rodriguez – Stuttering & Hip-Hop
- Katie Gore – Speech Therapy For People Who Stutter By People Who Stutter

All of the workshops left me empowered, but one in particular, the "Stuttering & Hip Hop" workshop, especially moved me. This workshop used family friendly edits of mainstream Hip-Hop tracks and explored the relationships between stuttering and Hip-Hop as they pertain to fear, prejudice, discrimination, resilience, victory, and hope. Some of the artist and songs they used were Eminem – Lose Yourself, 2PAC – Changes, Kanye West – Through the Wire, and Jay-Z – 99 Problems

After every track, they opened the floor for attendees to comment on how that song resonated with their stuttering journeys. Many people shared beautiful stories about the challenges they have faced and obstacles they overcame. I remember looking around the room and it was easy to see that everyone was moved by the music and lyrics. The energy was so contagious and powerful that it lingered throughout the remainder of the conference and became a pivotal moment in deepening my passion for the stuttering community.

Attending the NSA conference as a person who does not stutter was at first intimidating, but as the conference progressed, bonds strengthened, laughs became louder, and conversations moved deeper. I felt extremely fortunate to be surrounded by people who taught me how to be more patient, understanding, and compassionate. This experience helped navigate my future ambitions as a Speech-Language Pathologist and reminded me to continuously do something that will push me outside of my comfort zone. I can't wait to reunite with everyone at the 2018 conference in Chicago, Illinois, and I would encourage all of you to attend.



Evidence-Based Social Skills Intervention

*By: Franklin W. Bender, MS, CCC-SLP, Clinical Assistant Professor,
Communication Disorders and Sciences, University of Oregon*

As the lead clinical assistant professor for the UO School-Age Speech & Language Center, one of my primary responsibilities is to provide graduate students with clinical skills that are grounded in evidence-based practices and best practice principles. From a school age context (K-12), I have many resources that outline research-based intervention approaches for speech sound disorders, language disorders, and literacy challenges. What continues to be a challenge is to provide my students with solid research and an evidence-based intervention approach that address social skill deficits for students with Autism Spectrum Disorder and other social challenges.

Personally, I was fortunate to have been trained by two incredible individuals in our field pertaining to the remediation of speech sound disorders and language disorders: Dr. Mary Gordon-Brannan and Dr. Rhea Paul. I also continue to follow professionals within our discipline that publish and provide evidence-based resources on how to address the complex attributes of speech sound and language disorders.

Even though I am a huge fan of Michelle Garcia Winner and her Social Thinking model for working with students with ASD, there continues to be a paucity of published research addressing social skills supports. With the current prevalence of ASD being 1:68 (it was 1:10,000 when I was in graduate school 22 years ago), there is a clear need for more intervention-based research pertaining to the social skills interventions.

While looking for solutions to help my students, I stumbled upon the UCLA PEERS for Adolescents Training Seminar. At the moment, the PEERS model is the only available evidence-based social skills program for adolescents and adults with ASD and other social challenges. In June, I had the unique opportunity to attend a three-day training institute and became one of five people in the state of Oregon to be officially designated as a trained provider. My training focused on how to provide direct intervention for 16 social-skill topic areas that can impact a student at school, work, or their home environments. The PEERS curriculum is a 16-week program that can be modified in terms of dosage and curricular scaffolding to address the unique needs of diverse student populations. Some of the topics that are addressed within this program include:

- **How to use appropriate conversation skills**
- **How to start, enter, and exit conversations with peers**
- **How to appropriately use electronic forms of communication**
- **How to appropriately use humor and assess humor feedback**
- **How to handle arguments and disagreements**

Dr. Laugeson, the UCLA researcher and author of the PEERS curriculum, provides resources that are clear and direct in how to provide intervention for the complex issues associated with social skills acquisition. Through their publishing company, they also provide videos that complement many of their lessons that assist clients during intervention activities in identifying social communication breakdowns and strategies.

As a certified PEERS provider, the UO School Age Speech and Language Center hosted our first 10-day Social Skills Camp for middle school students. We incorporated the PEERS model, in conjunction with the Social Thinking framework, to develop our evidenced-based lessons to address the needs of our clients. The clients, their families, and our students felt like the experience was a huge success. Based upon our summer success, we already have family requests for the upcoming summer camp. Our hope is to expand our Social Skills Camp to include students from both primary and secondary grade levels. Being certified as a PEERS provider now provides the University of Oregon CDS department the ability to provide our graduate students with an evidence-based approach addressing social skills intervention and a community resource that is clearly growing in need.

Franklin W. Bender, fbender@uoregon.edu



Advocacy Corner

Advocacy in Action - Public School Concerns

Janet Wagner, Oregon SEAL

Attendees of the OSHA 2017 conference had an opportunity to grab their lunch and join their colleagues for a lively discussion on key issues impacting service delivery in the state of Oregon. I helped facilitate discussion on the topic of Public Schools and recent concerns. The top four areas of concern included: caseload size, SLPA supervision, using SLPAs as interpreters during standardized testing, and telepracticing. In addition to discussing the issue, the group also developed possible solutions for each as noted below.

Caseload Size

There continues to be ongoing issues regarding the sizes of caseloads and increasing workload requirements. Some people in the rural areas expressed concerns with driving time.

Possible solution

Create a work group to look at how to address the workload/caseload issues.

SLPA Supervision

According to the latest Board of Examiners' (BOE) newsletter, 10 percent of each individual client's therapy per month must be observed by the supervising SLP. It has been the "understanding" by many SLPs that the rule of 10 percent supervision was meant as a whole caseload not based on each individual. This new interpretation may significantly impact the workload of the supervising SLP. David Linn, a representative from the BOE noted that if a school or educational district is using SLPAs for therapy, the parents must be fully informed.

Possible solution

Use SLPAs for more clerical work, therapy preparation, scheduling meetings, etc. which do not require direct supervision.

Using SLPAs as interpreters during standardized testing

It was reported that the BOE had told a district it could not use SLPAs in a dual role as an interpreter during standardized testing.

Possible solution

It was the consensus of the participants this might have been a misunderstanding between the district and the BOE. OSHA will work with the BOE for clarification.

Telepracticing

Oregon has not established laws on telepracticing. Based on the group discussion, it sounds like some districts are using this service, but it is not consistent among the providers.

Possible solution

David Linn said the BOE is currently looking for input from the members about concerns and recommendations for new regulations at the state level for telepractice. The BOE did request input through an article in its most recent newsletter, but only three people responded.

A sign-in sheet was circulated during the session and members had the opportunity to sign up to join a workgroup to address these issues. If you were unable to attend and are interested in joining a workgroup to further address any of these concerns, please contact the OSHA office via email (oshastaff@gmail.com) or phone (503-585-0764).

Update on Loan-Forgiveness Programs

Janet Wagner – Oregon SEAL

A recent ASHA article by Catherine Clarke, ASHA's director of education and regulatory advocacy, addressed the potential changes in who could be eligible for the Loan-Forgiveness Program. The removal of the definition "highly qualified special education teacher" in Section 300.18 may change how state agencies define who is considered a teacher and who will be eligible for the Loan Forgiveness Programs.

Since the licensing process in each state is different, ASHA is keeping a close eye on how each state is handling this change and the potential outcomes it will have on our SLPs. As of right now, the OSHA board has not heard of any Oregon SLPs negatively impacted by this IDEA regulation change. Erin Haag, Executive Director for the Board of Examiners for Speech-Language Pathology and Audiology has reached out to the Oregon Department of Education and the deputy at the Teacher Standards and Practices Commission for more information and clarification. We will update information as we receive it.

If you have any information to share, please send me an email at jwagnerslp@gmail.com, and I will connect you to others who have the same concerns.

INICIO Training Offered

Lauren Cycyk, University of Oregon

Dr. Lauren Cycyk (Communication Disorders and Sciences) and Dr. Lillian Durán (Special Education) of the University of Oregon were recently awarded a \$1.25 million grant from the Office of Special Education Programs of the US Department of Education to prepare students to work in early intervention settings with diverse populations. Interdisciplinary Interventionists and Clinicians Improving Outcomes (INICIO) will train 42 Master's students from the Communication Disorders and Sciences (CDS) and the Early Childhood Special Education (ECSE) programs at the University of Oregon to serve dual language learners (DLLs) from birth through age 5 with disabilities.

INICIO will provide students with intensive training on (1) foundations in ECSE, (2) typical and atypical development, (3) birth to 5 assessment with emphasis on DLLs, (4) family involvement, (5) implementation of culturally and linguistically appropriate interventions, (6) interdisciplinary collaboration, (7) research, and (8) leadership. INICIO scholars will complete interdisciplinary core EI/ECSE and CDS courses as well as two field placements with toddlers and preschoolers from Spanish-speaking backgrounds. CDS students will also compete their field-specific coursework and practicums as part of their comprehensive education.

Applications are open now for the upcoming year! Individuals who are bilingual and/or bicultural, who have a documented disability, who are first-generation college students, who parent a child with a disability, or who represent a traditionally underrepresented or marginalized populations in the US are especially encouraged to apply. Please contact Lauren Cycyk (lcycyk@uoregon.edu) for additional information.



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