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By Karen Aguilera, OSHA President



A new OSHA year has begun with another fantastic October conference, attended by more than 425 professionals and students who came together to network, share, and learn. Each and every year OSHA brings us a wealth of well-respected and knowledgeable speakers, and this year, too, provided an exceptional program with a wide variety of choices. Not only is the conference a wonderful professional development opportunity that offers us engaging and informative sessions, but it also allows us to network with colleagues old and new. The OSHA conference is an experience that gives many of us a much-needed boost of energy and momentum moving forward. School and preschool program-based clinicians by this time of the year are often working on the tenth or twentieth revision of their caseload schedules, while due dates for IEPs and IFSPs come and go, and new referrals continue to pour in. Those in health care settings may be dealing with ICD-10 implementation, increased documentation demands from third party payers, and increased productivity requirements. Private practitioners may be challenged with the issues of marketing their services and getting reimbursed. Professors and students in our graduate programs are busy with the challenges of the new school year underway. With all that we need to do, it might be easy to become bogged down in those everyday details of our professional lives that sometimes seem only marginally related to our primary purpose of helping people communicate. We chose this profession because we understand that the ability to connect with others, the ability to share our thoughts and feelings and stories, is an essential part of what makes us who we are. For us, there is no greater calling than to be able to help people with communication disorders.

As the days grow shorter and the temperatures cooler, and we march off to work in the dark, and come home in the dark once again, there is a way that we can make that "post-conference high" last longer. By coming together, sharing information, and supporting each other, we can work toward real change on the issues that are most important to our professions and to our patients, clients, and students.

OSHA's mission includes supporting the professions of speech-language pathology and audiology in Oregon and advocating for the rights of people with communication disorders. I look forward to this upcoming year of doing more, together!



Do More Together



OSHA 2016 Annual Conference

October 14-15, 2016
Salem, Conference Center



OREGON
SPEECH-LANGUAGE
& HEARING
ASSOCIATION

2015 President's Award

by Andy McMillin



One of the genuine highlights of my time on the OSHA Board of Directors occurred during the October conference this year. I was able to present the President's Award to Paul Terdal. Paul has been the driving force behind recent legislative efforts to ensure that insurance companies would cover the costs associated with certain medically necessary treatments for children with Autism. Most notably, his efforts led to the passage, with OSHA's support, of SB 365 in 2013, and this year's follow-up bill SB 696.

Paul and I did not always agree on every aspect of what these pieces of legislation should look like. One of the things that impressed me most about Paul was his ability to work productively with people whose perspectives differed from his own and to craft bills that would meet the needs of a diverse set of stakeholders. He demonstrated outstanding leadership, a keen sense of

how to listen, and above all the ability to build a coalition that would achieve significant legislative victory.

Paul is not a speech and hearing professional – he came to these tasks primarily as a parent of two children with Autism. His own personal experiences with the insurance system's dysfunction, together with his observations of the benefits that appropriate treatment can have for his own children, ignited a passion in him to find a way to ensure that other parents would not need to experience the struggles he had encountered just to get the treatments and services that were appropriate for his children.

In addition to his work on legislation, Paul has been an immediate source of support for numerous families whose situations could not wait for the legislative fix to be enacted. He stood by parents as they took their fights to insurance review boards and the Oregon Insurance Division, and his efforts led to the provision of services for multiple individual children long before legislation extended that availability of all of Oregon's children.

Paul Terdal is a person you want to have in your corner, on your side. He is a man with a tireless work ethic, dogged determination, and outstanding integrity. I am especially proud to have been able to work alongside him during this past legislative session. Nothing I have done as President of OSHA has given me more pleasure than to be able to present the 2015 OSHA President's Award to Paul Terdal.

Oregon Speech and Hearing Association Survey

by Kameron Beaulieu & Kelli Eickelberg

In an attempt to better understand the needs of our current members, OSHA is asking you to take a **quick five-question survey** which will give us better information about your reasons for joining OSHA as well as ways we can improve the association. The survey will take you less than five minutes.

OSHA is also trying to increase the number of Oregon Speech-Language and Hearing Association members statewide and so we are asking all current members to please **pass this survey on** to those colleagues that are NOT currently members of OSHA so we can obtain their feedback as well.

The link is listed below and will take you to Survey Monkey to complete the questionnaire.

Thank you for taking the time to complete this survey as it will greatly help OSHA with future planning.



Meet New OSHA Board Member

Greetings!



I'm Debra Levinson, the new school-based SLP representative to the OSHA Board. I'm happy to have the opportunity to introduce myself here to those of you I haven't met yet. In the spirit of Judith Page's article "The Power of Our Stories," in the October 2015 "ASHA Leader", I want to share a bit of mine.

I'm a child of the 60s, which means I was born with a protest sign clutched in my little fist. I come from a long line of teachers, preachers, and social activists. I grew up hearing stories about how my great-great-grandparents' home was a station on the Underground Railroad, and I watched my dad use the pulpit to call for civil rights for African Americans and later for migrant farm workers. I remember watching my mom and my grandmother write letters to legislators, diplomats, and presidents, and in the 70s my mom was one of the two delegates

from California to speak to Congress about pay equity for women. I started going to peace marches when I was nine, and I was a founding member of The Peace Center in my hometown by the time I was 12. I was threatened with suspension from high school, along with three of my pals, for wearing black armbands to protest the Vietnam War and for "publishing an underground newspaper" (which we actually tried to pedal on street corners! Alas, we were no Berkeley Barb . . .)

As an SLP I've worked in almost every aspect of our field. I was trained at the VA and began my career in acute and subacute care, but my heart kept tugging me toward kids. That tug put me on the path to public education and then to residential treatment for juvenile justice-involved youth in California and later in New Mexico where I worked with second- and third-generation gang members. During that time, I developed a passion for remediating language-learning disorders including dyslexia, and I added credentialing as an Educational Therapist to my tool chest. I worked as an Educational Therapist and SLP in private practice in California for 10 years after returning there from New Mexico. When my husband and I moved to Oregon, it was my intention to work part-time in the schools and build another private practice, but what I found when I returned to public education was that the reality of caseloads and workloads had become, quite frankly, frightening in my absence. My plan to start another private practice evaporated pretty quickly.

As you might expect given my personal history, I can't sit still when I see the need for change, and life for those of us working in the schools needs to change. The place where the public is most likely to meet an SLP is in the schools, and when we can't do what we're trained to do there because our time, energy, and focus are consumed by truckloads of paperwork or because we're working in broom closets or we don't have adequate therapy materials, our entire profession is marginalized. That needs to change because what we do matters. SLPs change lives. Years ago a colleague of mine in New Mexico told me that when people asked her what she did, she said, "I'm a crime fighter!" Each of us who works in public education is exactly that: we are crime fighters.

I have lots of ideas and concrete suggestions to support SLPs working in education, and I will be forming groups to work on various projects, so please email or call me: dtlevinson@comcast.net 541-844-4600. I'm looking forward to partnering with all of you to make it possible for SLPs in the schools to use our education and training, our talents and passions for impacting the lives of our students in the ways they need and deserve.



OSHA Conference 2015

Dear OSHA Members,

I want to thank everyone who attended this year's OSHA conference in Portland. We had a fabulous turnout, with 429 registered attendees. Special thanks to all who offered their expertise in a presentation or at a breakfast table, volunteered, and supported student scholarships through the 50/50 raffle!

I want to give special recognition to the students who presented technical sessions and posters and the faculty and community members who mentored them. The caliber of the presentations was extraordinarily high, and all the students are to be commended for their excellent work.

Planning has already begun for next year, and I have a spot on the conference committee for a school-based speech pathologist, particularly one from a rural district or outlying area. If you are interested in joining this committee, please feel free to email me at kdurany@uoregon.edu with any questions or to volunteer.

The feedback from the conference is being compiled, and I'll cover this in an upcoming newsletter. Thank you again, and see you in Salem in 2016!

Karen McLaughlin
VP for Science and Education

Thinking about Language from a Bilingual Perspective

By Hadley Stonecipher

I made a friend during my freshman year at Lewis & Clark College who had spent a large part of his adolescence in Brazil, where he had become fluent in Portuguese. Not surprisingly, the time he had spent in that culture had had a great effect on him as an individual and on how he perceived himself, but what I hadn't expected, and what he expressed repeatedly and with much enthusiasm, was how becoming fluent in a second language, and in Portuguese in particular, had changed him. He was never able to elaborate on it much, or pinpoint exactly what he thought had shifted, but, "It changes the way you think," was something I heard him say many times, and which captured my attention.

At that time, I was still mostly monolingual. I had studied French in school for years, but, as many of us come to realize, 45 minutes a day of passive language "use" is not a way to become bilingual. Despite the stagnation of my French language development up until that point, I knew that I loved languages (and that one in particular) and had already decided to major in French. I couldn't wait to get to the point of fluency and experience the wondrous and enigmatic change that had been described to me. Would my brain itself change? Would I see the world around me differently? Would it open doors to new, esoteric worlds that I had no idea existed before? Ultimately, the answer to those three questions would be, "yes", although they were not immediate or obvious changes, and I didn't perceive them all at once.

For me, the road to a new way of thinking as a multilingual began by perceiving how greatly languages differ from one another, and those perceptions were a long time coming. By the time I became fluent in French, I had been studying it for seven years. And at the beginning of that seventh year of study, I still didn't feel confident in my ability to construct a clear, grammatically correct sentence, especially not in the context of conversation. All of that changed, though, during my golden year of college: the study abroad year. I headed out to northeastern France, moved in with a host family of seven decidedly non-English speakers, and enrolled in a French university. I registered for several lecture-style courses, and since I was minoring in music, I also joined the campus choir. It was during choir rehearsal that I made my first major discovery in linguistic variety, and specifically in how French phonetics differ from English phonetics.

[Read More](#)

OSHA Spring Continuing Education in Pendleton

By Andy McMillin

OSHA is very excited to announce our spring Continuing Education event in Pendleton in 2016! This will mark the first time in more than two decades that we have sponsored a spring event, and the first time in more than 15 years that we have been able to visit Pendleton.

What makes this event especially exciting is that we will be able to live-stream the event to districts around the state. Currently, we have three ESDs in central and southern parts of the state who will be participating remotely in this event. In all, we anticipate being able to reach nearly 100 practitioners throughout Oregon.

Our event will feature Amy Donaldson, Ph.D., a faculty member at PSU and a researcher who focuses on social communication and language development. The topic will be peer-mediated interventions, including video modeling and other ways to incorporate naturalistic techniques into social communication treatment. Built into the day will be time to work in small groups on a hands-on activity designed to prepare materials and techniques that can be used back at work the very next day.

The OSHA Spring CE Event will be on March 4, 2016. Onsite participation will be at the InterMountain Education Service District offices in Pendleton, and we are interested in hearing from districts who would like to participate remotely. Look for further announcements in early January and register for this historic event.

more info coming
check back soon

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