

Nurturing Lifelong Learning — Resources Available Through ASHA

Audiologists and speech-language pathologists are committed to lifelong learning—not only because of state or credentialing agency mandates. No, speech-language pathologists and audiologists realize that continued learning is essential to practice effectively in today’s ever changing healthcare arena.

There are many ways to continue the learning that began in graduate school. Internships, academic courses, research, journal study, formal workshops, and conventions are but a few of the ways in which professionals can engage in lifelong learning and stay abreast of new practice areas, emerging technology, and new clinical techniques. Sometimes the toughest part about lifelong learning is deciding which educational opportunity is right for you, and once that is done, finding the time and funding.

ASHA is a leader in developing traditional continuing education activities such as the ASHA Convention as well as a plethora of flexible and economical continuing education alternatives. Here is a sampling of continuing education activities available through ASHA:

Learn and Earn

ASHA Continuing Education recognized the need for an economical program choice that offers convenience, flexibility, and variety, allowing speech-language pathologists and audiologists to pursue professional development in individualized areas of interest. Introduced approximately one year ago, Learn and Earn ASHA CEUs currently consists of five components: Journal Study Groups, Preparing and Providing Instruction, Earning Academic Credit, Publishing an Article in a Peer-Reviewed Publication, and Learning Related to Clinical Fellow Supervision.

The number of ASHA CEUs that can be earned varies from 0.1 to 6.0 depending on the component you select. Fees also vary based on the number of ASHA CEUs earned: from \$55 for 0.6 ASHA CEUs (six hours) earned by participating in a Journal Study Group to \$175 for 4.5 ASHA CEUs (45 hours) earned by taking a three-credit university or college semester-based course related to the professions.

ASHA Professional Development

For inexpensive courses that involve no travel at all, ASHA Professional Development’s journal-based self-studies can’t be beat. To earn ASHA CEUs, you read the articles and take a multiple-choice test.

Fees for journal self-studies are based on the number of ASHA CEUs and can be as low as \$45. Here are some of the journal self-studies available now:

- Aphasia: The Role of Social Participation in Intervention (0.2 ASHA CEUs)
- Autism Spectrum Disorders: Evidence-Based Intervention (0.2 ASHA CEUs)

A Taste of Professional Services

— by Debra W. Bankston, VP for Professional Services



The Professional Services task forces are busier than ever, and the activities are as broad as our scope of practice. Information on medical-based speech language pathology, eligibility template documents for public schools, Medicare reimbursement, and cultural and linguistic diversity procedures are just a “taste” of all the excitement. Bragging? You bet! This dedicated group of volunteers serves the membership of TSHA exceptionally well — as you will see.

The Cultural and Linguistic Diversity Task Force, under the leadership of **Becky Gonzalez**, chair, has continued to publish answers to members’ questions in the CLD Corner, which can be found on the TSHA Web site and in the *Communicologist*. They are developing a best practices document and “Best Picks” listing favorite published materials. Look for their presentations at the convention.

The Pediatric Dysphagia Task Force is chaired by **Melody Smith**. The group is working to publish guidelines for public school pediatric dysphasia teams and plan to develop a question/answer corner on the Web site.

The Competency-Based University Training Task Force is co-chaired by **Ann Hillis** and **Sherry Sancibrian**. The membership is composed of representatives from most of the university programs in the state. In light of the new accreditation standards, they have worked to identify and address mutual areas of concern. The group will review CAA updates on implementing the new standards and develop packets for students to assist them with certification and licensure.

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CO-CHAIRS

Melody Smith

COMPETENCY BASED UNIVERSITY TRAINING
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Call for Nominations Reminder!

TSHA Executive Board — Call for Nominations

Deadline: January 7, 2005

TSHA members will elect a president-elect to take office in 2006. If you know a member who is qualified or interested, check the October 2004 Communicologist for a nomination form or contact TSHA Nominations and Elections Chair **Keri Gonzalez** at 956/318-5272.

Online Dues Renewal

Dear Texas Speech-Language-Hearing Association members,

We are happy to announce online dues renewals. Now you can pay your TSHA annual dues with a click of a button (and a credit card)!

Membership in your professional association creates priceless opportunities for networking and education, and keeps you up-to-date on the latest news. It also promotes recognition of your expertise and professionalism.

If you have questions, e-mail TSHA Headquarters.

Technical Support: Frank James, <fjames@assnmgmt.com>

Member Support: Stephanie McNickle, <smcnickle@assnmgmt.com>

Thank you!
TSHA Headquarters

December 2004 Editor: Peggy Kipping
Publications Board Chair: Jennifer Watson

Think of It as a Fun-Filled TSHA Party!

— by *Donise Pearson, Grassroots Development Chair*

We can have a party and YOU are invited — along with your state legislator! TSHA's new legislative endeavors include an exciting invitation to meet, greet and party with your legislator! It can be such a thrilling event and so easy to host.

Invite your legislator to your office, school or work setting plus 75-100 constituents to a party of your creation! It can be a breakfast, an evening meeting, a stop by on your way home from work, or a middle-of-the-day adventure. TSHA will pay for snack food and drinks, mailing invitations, and provide an event/party coordinator. This is an opportunity that you will not want to pass up.

It would only take one hour to show your state representative or senator how important the services you provide are to the families of his/her district. Bring those satisfied consumers and their children in to talk to the legislator and let the legislator have 10–20 minutes to tell about what they are doing for Texas.

This offer will only last until **Donise Pearson** gets too tired to party! We need legislative events all over the state and as soon as possible. Contact Donise immediately to plan your fabulous legislative event so you can get to know your legislator and have a wonderful party — <TSHAParty@aol.com>.



Keep Your Eyes on Template Training

— by *Debra W. Bankston, VP for Professional Services*

Looks like the TSHA eligibility templates will take an exciting new step. During the recent Executive Board meeting in Grapevine, the Board approved the first stage. Training in the articulation eligibility template and the specific impaired (SI) language-only template has been ongoing for some time. However, in order to reach all of the school districts in Texas, we will need additional trainers. TSHA will sponsor the training of 20 speech-language pathologists to become trainers of the articulation template and an additional 20 individuals will become trainers of the SI language-only template. The trainers will be chosen from the various regions of the state. The first training of trainers will be held at the 2005 TSHA Convention in Austin. The articulation eligibility template training will take place over two days and the SI language-only training will be three days. Each participant will be provided with a training manual and materials. An advisory committee has been formed and procedures for identifying the group of trainees are almost in place. Nominations for the trainers will be accepted beginning in December. Each nominee will complete an application packet. The advisory committee will review the applications and identify the group of trainers. The long range goal is to have each school district in the state of Texas trained in all six of the templates by 2009. For further information, contact **Debra Bankston** at <dbankston@sfasu.edu>.

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ILP

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Grassroots Efforts Lead to Senator Robert “Bob” Deuell, District 2

— by *Donise Pearson, Chair, Grassroots Legislative Development and Stacy Reaves, Councilor for Social and Governmental Policy*

Stacy Reaves, councilor for Social and Governmental Policy, received quite a surprise October 27, 2004, when her cell phone rang and Senator Bob Deuell’s office called to schedule a meeting with her to discuss the letter that she wrote to him during the October Executive Council Meeting. All of the TSHA officers, councilors, task force chairs, and committee chairs attending the Executive Council meeting wrote letters to their state senators and representatives to introduce themselves and provide a contact for speech-language pathology and audiology issues. **Donise Pearson**, Grassroots Legislative Development Task Force chair, accompanied Stacy to meet Senator Deuell.



Senator Deuell proved to be a gracious and concerned legislator wanting to know what he could do and how he could help. Having served on the Greenville School Board and having treated children through his medical practice, Senator Deuell was interested in learning more about the issues that affect the professions of speech-language pathology and audiology. Stacy looks forward to providing more information to him in the future.

62 Legislative Letters and Counting

— by *Donise Pearson, Chair, Grassroots Legislative Development*

October 22, 2004, the TSHA Executive Council began a letter writing campaign to Texas Representatives and Senators all across the state. A sample form letter was provided for Council members to use as a guide to introduce themselves and provide some professional facts about the professions of audiology and speech-language pathology in our great state.

A handwritten letter is an effective way to introduce yourself to your legislator. It says to them that this issue is important to you and that you took time to write to them. Council members are already reporting to have received responses from their legislator within the week that the letters were mailed!

Many TSHA members will be called upon to go visit their legislators prior to the end of this year in an attempt to familiarize each legislator

with a speech-language pathologist or audiologist. The 2005 Legislative Session may make a huge difference in all of our lives. Political under currents are already swelling with the rumors of legislation to open the State Committee of Examiners for Speech-Language Pathology and Audiology licensure law.

Be wise, be timely, and be proactive. Contact your legislator today! Give them a call; set up an appointment to just go by and tell them who you are, where you work, what you do for your patients, and give them a contact number in case they have questions. Let them know how much you value the current licensure law for speech-language pathology and audiology and how you would like to provide them with correct information about our professions if questions should arise.

We are all in this together, and I’m here 24/7! It’s time to step out and be accountable for our future. <Donise@utdallas.edu>

PAC Pursuits

— by *Debra L. Kerner and Tanya Speed, PAC co-chairs*

Have you ever wondered why TSHA has a Political Action Committee (PAC)? Why do they raise money and where does it go? The primary purposes of the TSHA PAC are to raise funds for political contributions and to attempt to influence the election of individuals to state offices in order to promote the interests and needs of speech-language pathologists, audiologists, and persons with communication disorders.

PAC donations demonstrate to legislators where we, as an organization, stand. These donations are an effective way for our issues to be heard. Money that is “pooled” has more impact than an individual’s contribution. PAC donations allow political influence to be expanded beyond a single district. The TSHA PAC focuses on our Association’s interests and identifies legislators around the state that support our issues. Recipients of PAC donations are identified by the PAC board with input from TSHA’s director of Governmental Affairs and from TSHA members.

The TSHA PAC board has several pursuits organized to help raise these funds. The first, and easiest, way for TSHA members to donate to the PAC is when renewing your TSHA dues online. Once you submit your dues information, you will be directed to the TSHA PAC contribution screen. Secondly, the PAC Pals are back by popular demand, but with a twist! These unique stuffed animals were a huge success during the 2004 TSHA Convention and the PAC Board is hoping to make 2005 an even bigger victory! Last, but not least, the silent auction once again returns during the 2005 TSHA Convention. Please encourage your colleagues to bid for the wonderful items that are so generously donated to the TSHA PAC.

It is only with the help of TSHA members and their generous donations that our voices are heard through the PAC. Please participate in the furthering of our professions by donating to the TSHA PAC. For additional information or if you have any questions, please contact **Debra L. Kerner** at <debra.kerner@comcast.net> or **Tanya Speed** at <tjspeed@garlandisd.net>. Pursue the PAC!

**Donate to TSHA PAC online.
Visit www.txsha.org today!**

Make That Call Today

— By Donise Pearson, Chair, Grassroots Development Task Force

Who needs to know that you are an expert in your profession? Have you told your special education director, associate superintendent, superintendent or school board? Does your state representative and state senator know what you do? Do you even know the names of your state legislators that will be voting on legislation that could directly impact the children, adults, and families you provide services for every week?

It is important to advocate at many different levels for best practice services and for the needs of those we diagnose and treat. Misleading statements and false information can harm our professions and consumers. You can help! You can make the difference! Here's all you have to do:

1. Open the Internet: Who Represents Me provides information about current districts and members of the Texas Senate, Texas House of Representatives, the Texas delegation to the US: <www.capitol.state.tx.us/fyi/fyi.htm>.
2. Type in your information.
3. Call your state legislator(s) and set up an appointment to go to the home office.
4. When you arrive, introduce yourself.
5. Tell the legislator or his/her aid what you do and how important the services are that you provide.
6. Take pictures.
7. Provide your contact information in case the legislator has future questions.
8. Thank him/her for taking time to meet you and tell him/her that you look forward to providing any information that he/she may need in the future to make speech-language pathology services and audiology services better for Texans.
9. Send your information to **Melissa Sweeney** at <msweeney@utdallas.edu> or **Donise Pearson** at <donise@utdallas.edu> with pictures and a summary of your visit for the *Communicologist*.

Now, make that call today! You will be glad that you did!

Students Get Politically Active

— by Lauren Sachar and Angela Boyd, Legislative Active Students Task Force Co-Chairs

The Legislative Active Student Task Force has been busy this semester. This task force is designed to raise awareness of political issues that affect the professions among speech-language pathology and audiology students at universities across the state of Texas. Last year, there were 12 universities represented on the task force. Each representative worked within his or her university to raise awareness about the importance of being politically active. In addition, these students banded together to raise money for the TSHA Political Action Committee (PAC) at the annual TSHA Convention.

This year, the Legislative Active Student Task Force has recruited new members. This has allowed for increased awareness and involvement among more students. In September, task force members held voter registration drives at their universities. In addition, each representative is taking an active role in local and state elections. Task force members are volunteering their time to help a candidate in their campaign. This experience has not only raised awareness among students, but also has provided the candidate with the opportunity to learn more about the professions of speech-language pathology and audiology. When it comes time for legislators to vote on issues that directly affect our professions, members of this task force already will have made connections with representatives throughout the state. With the ongoing efforts of the student representatives, this task force will continue to impact the future of speech-language pathologists and audiologists throughout the state of Texas.

It's Time to Speak Out!

— by April Smith, Legislative Event at Convention Chair

Let's join forces and "speak out" for our professions and for those individuals who cannot speak for themselves. It's a legislative year and the annual convention of the Texas Speech-Language Hearing Association will be held in Austin during that time when the Texas Legislature is in session. This is our opportunity to visit with legislators about issues that are important to our professions and issues that affect those individuals who have a communication disorder.



On Thursday, March 31, after the TSHA Opening Session, volunteers will meet with **Larry Higdon**, the TSHA director of Legislation, for a briefing about current issues to discuss with legislators. Gifts for legislators will be distributed. Participants will then board buses, which will take them to the capitol building where teams of TSHA members will visit with legislators.

Reserve your seat now! Contact **April Smith** at 210/349-1415 or by e-mail <aprilsg@greaterlearninglp.com>. Let's join forces and "speak out!"

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Fax: 972/384-1591
Phone: 972/384-1048
ce_tsha_barbee@earthlink.net

Notice of TSHA Continuing Education (CE) Fee Change

Fees that sponsors pay to offer continuing education (CE) credit at an event have changed. The fee for the first three hours is now \$75, the fee for each additional three-hour increment remains at \$15, and the late fee remains at \$25. Therefore, a three-hour course is \$75, while a 6-hour course is \$90. A nine-hour course will cost the sponsor \$105, and a 12-hour course will cost \$120. These fees apply to what the sponsor must pay TSHA in order to receive TSHA CE credit. TSHA does not determine what the sponsor charges participants to attend or to receive TSHA CE credit.

Nurturing

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- JCIH Year 2000 Position Statement: Principles and Guidelines for Early Hearing Detection (0.2 ASHA CEUs).

Telephone seminars and replays are another convenient, inexpensive way to earn ASHA CEUs. They're especially cost-effective for groups, since an unlimited number of participants can listen to a single broadcast and earn ASHA CEUs for a flat fee. The replay option also lets you dial up and listen to the program at any time that suits your schedule. The following telephone replays are available now:

- Hair Cell Regeneration in the Inner Ear (0.2 ASHA CEUs, available through July 23, 2005)
- Ethical Issues and Employer Demands (0.2 ASHA CEUs, available through May 25, 2005)
- Standardizing Dysphagia Diets: The National Dysphagia Diet and Other Issues (0.2 ASHA CEUs, available through June 29, 2005).

ASHA's Special Interest Divisions

Yet another cost-effective mechanism to earn ASHA CEUs is through ASHA Special Interest Divisions' newsletters. By joining one of the following divisions, you receive newsletters that afford you the opportunity to accrue ASHA CEUs:

- Division 1, Language Learning & Education
- Division 2, Neurophysiology & Neurogenic Speech & Language Disorders
- Division 11, Administration & Supervision
- Division 12, Augmentative & Alternative Communication
- Division 13, Swallowing & Swallowing Disorders

- Division 14, Communication Sciences & Disorders in Culturally and Linguistically Diverse Populations
- Division 16, School-Based Issues.

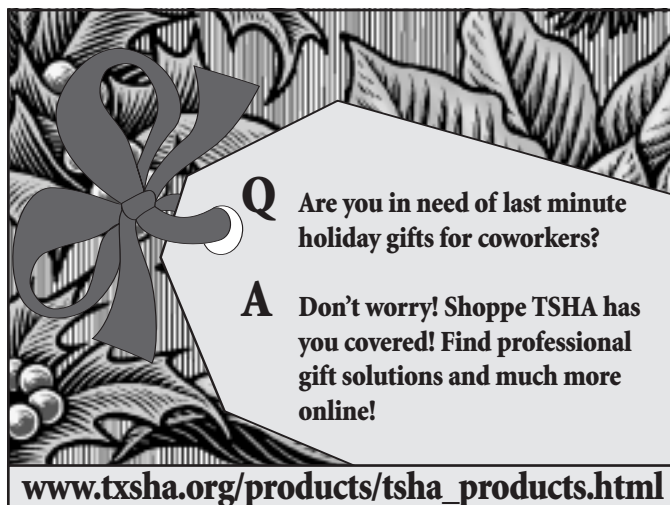
Finding Courses and Documenting Participation

How do you find out about other CE activities? There are thousands of excellent CE courses offered nationwide every year by the 450 ASHA approved CE Providers. To find a course, go to CourSearch, ASHA's automated Web-based search of all ASHA approved CE Providers' courses at www.asha.org/continuing_ed.

Be sure to document your participation by earning ASHA CEUs. After completing a course offered by an ASHA approved CE Provider, complete the ASHA CEU Participant form and return it to the Provider. The form will be sent to the ASHA Continuing Education Board, which will award your ASHA CEUs through ASHA's CE Registry. The CE Registry will maintain your records and issue you a transcript whenever you need it. Your transcript is not only an official, enduring, and cumulative record of all your ASHA CE courses, but it is an outward sign to peers, consumers, supervisors, and present or potential employers that you are committed to lifelong professional learning.

For more information about:

- **ASHA CE Registry:** Go to <www.asha.org/about/continuing-ed> Click on "How the ASHA CE Registry Works."
- **CourSearch:** Go to <www.asha.org/about/continuing-ed> Click on "Find a Course."
- **Learn & Earn program:** Go to <www.asha.org/about/continuing-ed> Click on "Learning Your Way."
- **ASHA Professional Development:** Go to <www.asha.org/about/continuing-ed/CEUs/default.htm> Click on "ASHA Professional Development." You can order articles in print or access them online in ASHA's elearning classroom: <www.asha.org/elearning>. You can register for or order programs by calling ASHA Product Sales, 888-498-6699 (M-F, 9-5 ET).
- **ASHA Special Interest Divisions:** Go to <www.asha.org/about/Membership-Certification/divs>
- **ASHA 2004 Convention:** Go to <www.asha.org/about/Continuing-Education> Click on "ASHA 2004 Convention."



Q Are you in need of last minute holiday gifts for coworkers?

A Don't worry! Shoppe TSHA has you covered! Find professional gift solutions and much more online!

www.txsha.org/products/tsha_products.html

CLD Corner

The CLD Corner was created in an effort to respond to questions on cultural and linguistic diversity. Questions are answered by members of the TSHA task force on Cultural and Linguistic Diversity. Members for the 2004–2005 year include **Becky Gonzalez, Lynette Austin, Jennifer Watson, Lynita Yarbrough, Dolores Castor, Marie Belgodere, Gina Glover, Gail Totten, Nelda Hinojosa, and Cynthia Garcia.** Submit your questions to <becky52@houston.rr.com>. Look for responses from the CLD Task Force on TSHA's Web site and the *Communicologist*.



QUESTION

Could you please explain how to identify clients with cultural and linguistic differences?

ANSWER

ASHA has recently published a document entitled "Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services." It was written by ASHA's Multicultural Issues Board. You can find it on ASHA's Web site <www.asha.org>. It states that cultural diversity can result from many factors and influences including ethnicity, religious beliefs, sexual orientation, socioeconomic levels, regionalisms, age-based peer groups, educational background, and mental/physical disability. It goes on to say that with cultural diversity comes linguistic diversity including an increase in the number of people who are English Language Learners. As speech pathologists, we tend to think in terms of linguistic diversity and/or language differences. What we know is that *CLD not only refers to individuals identified as limited English proficient, but also refers to individuals who may be identified as fluent in English and have significant exposure to another language.*

How do you identify clients with cultural and linguistic differences? Here are some red flags.

- The client speaks a language other than English.
- A language other than English is spoken in the home.
- The primary caregiver during the formative years spoke a language other than English.
- The client is receiving instruction in a Bilingual or English as a Second Language (ESL) classroom. The client has had previous academic instruction in a Bilingual/ESL program.

If you are working with children in the school setting, consider the following as red flags as well.

- The student speaks English to the teacher and peers but speaks in the native language to the parent.
- The student speaks English at school but information from the school is communicated to the parents in their native language or in English through an interpreter.
- The Home Language Survey indicates a language other than English.

Identification of a client as CLD before assessment is important because it can influence the materials to be used and the manner of assessment, not to mention the influence it has on the interpretation of the data collected. Just because a CLD client can converse well in English, doesn't mean his/her linguistic background can be ignored.

QUESTION

Our district gives an oral language proficiency test as part of the prereferral process. When Limited English Proficient (LEP) students score within the proficiency range, my principal has told me I only need to test in English. (It is difficult to find interpreters.) This student has been in the United States only three years and is in the second grade. I know he has not mastered English as his monolingual peers have done. Do I ignore testing in his native language because one instrument has said that he is proficient?

ANSWER

Best practices dictate that determining language proficiency levels in each language the student possesses should be based on both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). BICS involves personal, face-to-

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MCA (by RCG)

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Bloom Where You Are Planted!

— by Peggy Kipping, 2005 Awards Dinner Co-Chair

Join your friends and colleagues at the 2005 TSHA Convention as we celebrate and honor the 2005 scholarship, grant, and professional award winners at the 2005 Annual TSH Foundation Awards Reception and Dinner.

This special evening begins at the Austin Marriott at the Capitol at 6:30 pm on Friday, April 1, with time to chat, mingle, and offer your congratulations while you enjoy a cash bar on the Capital View Terrace. Then at 7:15 pm, the celebration moves to the Capitol Ballroom for a delicious dinner and the scholarship and awards presentations.

Take this opportunity to honor the best and brightest “blooms” of TSHA while giving to the Texas Speech-Language-Hearing Foundation (TSHF), a 501(c)(3) non-profit organization formed in 1985 to administer endowed scholarship and research funds that support students and researchers in the fields of speech-language pathology and audiology.

Dinner reservations are required. Look for the TSH Foundation 2005 Annual Awards Dinner Ticket Reservation Form in the TSHA Pre-Convention Program, in the February issue of the *Communicologist* and on the TSHA Web site <www.txsha.org> or contact **Peggy Kipping** at <pkipping@slpcommunications.com> today to reserve your seat or an entire table for you and your friends.

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CLD Corner

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face, “context-embedded” communication (describing a favorite television show), typically requiring two years to acquire. CALP denotes the ability to understand and utilize the language skills required in academic settings. These are the skills that are required to understand and discuss abstract decontextualized subjects.

Many oral language proficiency tests evaluate oral language skills consisting of BICS only. A CLD (culturally and linguistically diverse) student who is labeled “English Proficient” on the basis of conversational language proficiency testing, may not necessarily have developed academic vocabulary necessary to function in an academic environment, and therefore, may be inappropriately diagnosed or labeled (Roseberry-McKibbin, 2002). Language dominance often varies depending on what aspect of language is assessed (Mattes & Omark, 1991). Langdon and Saenz (1996) state that when a student is labeled as “English Proficient,” that does not mean that the second language speaker’s English skills are comparable to those of a native speaker, particularly in academic tasks.

The SLP should obtain pertinent information about the students length of time in the United States. The SLP should also consider how many years of formal education the student has received. This information is important because research shows that it takes second-language learners two years to develop BICS. It takes five to seven years to develop CALP to a native-like level (Cummins, 1992). This would be considered typical for students from enriched backgrounds. There are some researchers who believe that it can take between seven and 10 years for CALP to develop to a native-like level under less than optimal conditions.

Therefore, testing in both the primary language and English should be conducted prior to making educational decisions (Roseberry-McKibbin, 2002).

References

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*Begin planning now for May is
Better Hearing and Speech Month!*

Visit the TSHA Web site at
www.txsha.org/products/mayisbeterspeechandhearingmonth.htm
to view the resources available to you!

FPO

Speech Easy

Full page

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Mark Your Calendars!

March 31 - April 2, 2005

Austin, Texas

TSHA Annual Convention

Major Speakers

Child Language

Dr. Barbara Ehren, University of Kansas

Autism Spectrum Disorders

Dr. Pat Rydell

SCERTS Model: Curriculum-Based Assessment and Intervention

Medical Based Speech Pathology

Dr. Alex Johnson, Wayne State University

Adolescent Language

Nancy McKinley, M.S., CCC/SLP, Thinking Publications

Short Courses

To better meet the needs and requests of the membership, Short Courses will be offered Saturday morning as well as the afternoon. Registration details will be included in the pre-convention program.

Pediatric Voice
Articulation
Apraxia
Pediatric Dysphagia
Fluency
Literacy
Trach and Vent

NEW THIS YEAR!

Advanced Programming

The TSHA Programming Committee has worked to add a new tier to this year's convention. Advanced programming sessions will be offered to all attendees on a first-come, first-served basis at no additional charge. These speakers have been invited by the Programming Committee based upon their expertise and ability to offer sessions that are beyond the basics. Keep your eye out for these new sessions in your pre-convention program. Below are some of the topics that will be covered in these sessions.

Phonology
Aphasia
Supervision
Trach and Vent
Apraxia
Articulation
Cleft Palate
Joint Commission
Maturation of Auditory Systems

TSHA Bylaws Revision Recommendation Membership Notification

A recommendation to revise the TSHA bylaws will be presented during the annual business meeting at the TSHA 2005 Annual Convention in Austin, TX.

Article VII—Officers

Section 2.

Elections for officers will be held every year. The Vice Presidents for Educational and Scientific Affairs and Public Information and Marketing (Social and Governmental Policy) will be elected on even numbered years. The President-elect and the Vice Presidents for Social and Governmental Policy (Public Information and Marketing) and for Professional Services shall be elected on odd numbered years.

RECOMMENDATION: Switch the election years for Vice President for Public Information and Marketing and the Vice President for Social and Governmental Policy.

RATIONALE: A change in election years for the Vice President of Social and Governmental Policy has been recommended multiple times by different TSHA lobbyists and requested by our Director of Legislation. Currently, when the Vice President for Social and Governmental Policy takes office in July, s/he is immediately responsible for working through a legislative session within six months that s/he has had little, if any, input in planning. Having one year in office prior to a legislative year would allow for better planning, better formulation of legislative endeavors, and greater continuity of legislative initiatives.

By switching these two offices, the number of officers elected during each year will remain constant. If this recommendation passes, the next election for Vice President for Social and Governmental Policy would be 2006 and the next election for Vice President for Public Information and Marketing would be 2007.

To fill the one year vacancy between elections, a motion to request that the Executive Board serving during the 2006 and 2007 terms appoint a Vice President pro tem for one year for each vacant office is warranted. This would provide continuity and less interruption of the Association's functioning rather than have an election for a one-year term of office.

REMINDER

Mark Your Calendars!

TSHA Executive Board Meeting

January 7, 2005

Holiday Inn Select, Love Field, Dallas, TX

Don't Miss the Bus

— by Tina Harris, Texas S.E.A.L.

As the Texas S.E.A.L. (Special Education Advocacy Leader), I was pleased to represent TSHA public school speech pathologists at the ASHA Schools Conference, July 9–11, 2005, in Baltimore, MD.

One of the highlights for me was “Lunch with the Experts.” I was lucky enough to sit with two speech pathologists from Ohio who spoke on recruitment. They shared ways to recruit high school and “undecided” college students into the field of speech pathology. Ways to encourage the students to choose the public school setting were discussed.

A DVD was distributed that can be used to show students exactly what SLPs in the public schools do. They stressed how important it was to hand out items to the students printed with their slogan: “Communication Happens in Schools...Don't Miss the Bus.”

Those of us in the public schools know that in a few short years, our therapists who are TEA certified or have “grandfathered” licenses will be retiring. We must actively recruit for public schools. I have contacted each high school in Corpus Christi to volunteer as a speaker during such events as their college/career night or an honor society meeting. Recently, a representative from our district spoke to the NSSHLA group from Texas A & M — Kingsville and talked about why, after 30 years, she still loves her job. I hope each of you working in the schools will consider doing the same.

Regional Seminar Grants

—by Michelle Neilon, Regional Seminar Grants Task Force Chair

TSHA Regional Seminar Grants are designed to allow regional associations, NSSLHA student organizations, or other local associations to defray expenses incurred in providing a regional seminar for speech-language pathologists and/or audiologists. Up to three grants will be awarded in the amount of \$500, and must apply retroactively to seminars completed between November 15, 2003 and December 15, 2005. The seminar may be on any professionally related topic relevant to practicing in the field of speech-language pathology or audiology. Proposals must be submitted in the following format:

- Topic/Title of seminar,
- Target audience,
- Budget for seminar,
- Goals and objectives for the seminar,
- Abstract (no more than 50 words) of seminar content,
- Program summary and description (no more than 70 words) and a brochure/flyer advertising the seminar.

Applicants should send five copies of the proposal to **Michelle Neilon**, UTD-Callier Center for Communication Disorders, 1966 Inwood Road, Dallas, TX 75235. **Applications must be received by January 3, 2005.** Successful applications will be announced in the April issue of the *Communicologist*. Further information is available on the TSHA Web site at <www.txsha.org/membership/seminar.html>. Also, feel free to contact Regional Seminar Grants Task Force Chair, Michelle Neilon, by e-mail at <mneilon@utdallas.edu>, or by phone at 214/905-3121.

FPO Specialized Speech Fluency Services, LLC

1/2 page vertical

A Taste

continued from page 1

Norah Thurman chairs the Reimbursement Task Force. Norah represents TSHA as the STAR (State Advocates for Reimbursement) at ASHA convention. She keeps the membership at large informed about current issues and concerns related to reimbursement. Norah is looking to add task force members who would like to learn more about Medicare and to share their experiences and knowledge with the membership.

The Telepractice Task Force is chaired by **Allison Morgan**. The task force monitors telepractice issues within the field of speech-language pathology and audiology. Allison has become a member of the American Telepractice Association in order to provide the membership with the current status of national telepractice procedures and available equipment. In fact, she has been working with the exhibits committee for the 2005 convention to provide them with companies that might be interested in booth space.

The Private Practice Task Force co-chaired by **Lauralee Campbell** and **Debbie Krafcheck** has developed a listserv for interested TSHA members. They network with private practitioners on reimbursement issues. Look for their presentations at convention on insurance reimbursement and starting a private practice.

The Assistive Technology (AT) Task Force is chaired this year by **Mary Claire Welch**. She and her members provide the membership with resource information in the area of assistive technology. They are currently working to develop a fact sheet on funding for AT equipment/services to appear on the Web site.

The new task force added this year is the Medical Speech Pathology Task Force. Co-chairs **Marte Hersey** and **Gail Davies** have developed their goals for this group. They will work to recruit task members from

the various regions of the state. In addition, they will identify issues relevant to those practicing in a medical setting and will work to provide students in graduate programs information on clinical practicums in medical settings.

Two task forces are working to continue TSHA's effort to provide eligibility criteria templates for the public school setting. The Fluency Eligibility Task Force is chaired by **Natasha Anderson**, and the Voice Eligibility Task Force is chaired by **Jan Lougeay**. The groups are fast approaching the completion of the fluency eligibility template and the voice eligibility template. These documents should be finished this year and be available for training at the 2006 convention. The 2005 TSHA Convention attendees will get a peek at the documents in presentations by their respective groups.

This year the Entrance/Exit Criteria Task Force has a new chair, **Linda Roth**. The group along with **Judy Erwin**, councilor for Professional Services, are coordinating the training in the various eligibility templates. The group is charged with identifying 20 speech-language pathologists in each region of the state to receive training as trainers of the articulation template and an additional 20 individuals to be trained as trainers of the specific impaired (SI) language-only template at the 2005 convention.

Professional Services also includes the Public School Advisory Committee. **Tina Harris** serves as chair and is the SEAL (Special Education Advocacy Leader) for TSHA. Her committee created a listserv for public school. Working with the CLD Task Force, they gathered information on eligibility for bilingual and LEP students. As the SEAL, Tina attended the ASHA Schools Conference in Baltimore and will represent TSHA at the ASHA annual convention. Look for articles in the *Communicologist* from her about issues discussed in these meetings.

There is room for YOU to participate in one of these task forces. Let me hear from you so we can put you to work in just the right place.

Sign Up for TSHA Listservs

Do you have questions about private practice? Do you want to network with SLPs and audiologists working in the public schools? Well, here's your chance! Join one or both of these TSHA Listservs today. Here's how:

Public School Listserv

1. In your e-mail "to" box type:
tshaschools-on@txsha.org
2. Leave the subject box blank.
3. Type your name in the "message/text" area

Private Practice Listserv

1. In your e-mail "to" box type:
slps-r-us-on@txsha.org
2. Leave the subject box blank.
3. Type your name in the "message/text" area.

Upon receipt of your registration request, your membership will be verified by TSHA and you will receive an e-mail with instructions for posting messages on these listservs.

Congratulations!

Please join the ASHA's Continuing Education Board (CEB) in congratulating the Texas winners of the Award for Continuing Education (ACE) from April 1 through June 30, 2004.

Karen L. Agres
Anita L. Beeks
Barbara E. Bennett
Ellen M. Bennett, Ph.D.
Cynthia L. Bukauskas
Clyde D. Byrne
Robin W. Chapman
Nicole E. Cioni
Jennifer A. Cole
Karen A. Colson
Christy C. Coombes
Sally R. Dunne
Anna M. Flores
Areti Hadjigeorgiou
Denise M. Hilkemeier
Lisa R. Jones
Judith Kincaid

Leticia Lopez
Sumalai Maroonroge
Shari McCallum
David M. McCarthy
Edith A. McCollom
Rosangela Moura
Debra G. Nickel
Amy L. Overstreet
Rossanna S. Portley
Michaela J. Ritter
Jean B. Rountree
Isela Salinas
Misty B. Standard
Melissa Henson Sweeney
Margaret N. Thompson
Stephanie P. Welch



TEXAS SPEECH-LANGUAGE-HEARING ASSOCIATION

TSHA 2005 VOLUNTEER FORM

Name: _____ TSHA Membership Number: _____

Telephone: work home _____ Fax: _____ E-mail: _____

Mailing Address: _____

City/ST/Zip: _____

Current and Prior TSHA Volunteer Positions: _____

Other Volunteer Experience (Regional Associations, Community Groups, etc.): _____

TSHA needs you! Volunteers are currently needed for each of the areas listed below. Please complete this form, check your general area(s) of interest, and return to the address listed at the bottom. Every effort will be made to place you in the area of your choice. Assignment of volunteers will be subject to availability of volunteer positions as determined by each monitoring vice president and/or Publications Board chair.

- 2005 VP for Educational & Scientific Affairs** is responsible for developing, coordinating, and implementing educational programs for the TSHA membership. Activities under this vice presidency include all tasks related to the planning and organization of the TSHA Annual Convention: local arrangements, convention programming, exhibits, etc.
- 2005 VP for Professional Services** is responsible for the identification and promotion of issues related to the advancement of clinical practices. Current task forces/committees under this vice presidency are currently focusing on school-related issues (SHARS, supervision in schools) as well as clinical practice issues related to dysphagia, augmentative communication, and private practice.
- 2005 VP for Social & Governmental Policy** is responsible for activities relating to legislation and regulation. Activities under this vice presidency include tasks related to the monitoring of state and federal legislation, as well as organizing and recruiting members for TSHA's LegNet, Public School LegNet, Hospital/Rehab LegNet, and Consumer LegNet.
- 2005 VP for Public information & Marketing** is responsible for promoting public awareness and influencing public opinion concerning the professions of speech-language pathology and audiology and the needs of individuals with communication disorders. Current task forces under this vice presidency include all tasks related to internal marketing — Shoppe TSHA, membership recruitment and retention, developing membership materials, as well as external marketing — identifying possible exhibit sites for TSHA's Public Information Exhibit, coordinating PR activities, and organizing TSHA's efforts for the Texas Reading Initiative.
- 2005 Publications Board** is responsible for coordinating all tasks (reporting, editing, proofreading, desktop publishing) related to the publication of TSHA's official publications: a journal (*TEJAS*), a bimonthly newsletter (*Communicologist*), and the Web site.

***Complete and return to: Rachel Martinez
202 Spacious Sky • San Antonio, Texas 76308***

TSHA Calendar of CE Events

DECEMBER 2004

- 1 **Eligibility in Language for Speech-Language Pathologists** [5.5 slp] Allan Bird (Austin) Region XIII ESC Robin Reimund (512/919-5315)
- 1 **Eligibility in Language for SLP Part II** [5.5 slp] Allan Bird (Austin) Region 13 ESC Robin Reimund (512/919-5315)
- 2 **Bilingual Issues and the SLP: A Compre. Part II Bilingual Phen.** [5 slp] Doreen Gonzalez (Houston) Region IV ESC Doreen Gonzalez (713/744-8138)
- 2-3 **Tube Feeding with Love** (pediatric) [13 slp] Marsha Klien (Houston) Mealtime Notions Marsha Klein (520/297-8886)
- 3 **Language Therapy in the Classroom: The Missing LINC** [5.5 slp] Lynly A. Stephen (Wichita Falls) Region 9 ESC Laurie Morton (940/322-6928)
- 6-10 **Campus Based Assistive Tech Team Training** [15 slp] Lou Ann Rosario, Leslie Armbruster (El Paso) Region 19 ESC Lou Ann Rosario (915/780-5353)
- 8 **Assistive Technology Team Training, Fundamentals Day 2, Session A: Evaluation** [5.5 slp] Angela Standridge, Beth Goodrich (Houston) Region IV ESC Angela Standridge (713/744-6831)
- 10 **Bilingual Issues and the SLP: A Compre. Part II Bilingual Phen.** [5 slp] Doreen Gonzalez (Houston) Region IV ESC Doreen Gonzalez (713/744-8138)
- 11 **Engineering the Severe/Profound Classroom for Aug. Comm. and Access** [5.5 slp] Robin Reimund (Austin) Region XIII Robin Reimund (512/919-5315)
- 11 **Engineering the Severe/Profound Classroom for Aug Comm & Access** [5.5 slp] Mark Ammons, Darren Avey (Austin) Region 13 ESC Robin Reimund (512/919-5315)
- 13 **Dysphagia** [3 slp] Amber Rodgers (Houston) Cy-Fair ISD Elizabeth Adams (281/897-6435)
- 14 **Bilingual Issues and the SLP: A Compre. Study Part III Making Informed Decision** [5 slp] Doreen Gonzalez (Houston) Region IV ESC Doreen Gonzalez (713/744-8138)
- 14 **SLP Evaluation: New CELF-Preschool** [3 slp] Donna Smith (Fort Worth) Region XI ESC Ann Baca (817 740-7549)
- 15 **Bilingual Issues and the SLP: A Compre. Study Part III Making Informed Decision** [5 slp] Doreen Gonzalez (Houston) Region IV ESC Doreen Gonzalez (713/744-8138)

JANUARY 2005

- 13 **Working as an SLP Overseas** [1.5 slp] Mindy Granberry (Austin) AAASLP Peggy Kipping (512/451-3246 x663)
- 18-19 **Every Move Counts, Part 2** [11 slp] Jane Korsten (Houston) Region IV ESC Angela Standridge (713/744-6831)
- 20-22 **Teaching Communication Skills to Children with Autism** [18 slp] Vince Corbone (Plano) NT Autism Education Center Kim Stewart (469/682-0350)
- 25-26 **TSHA Eligibility Template for Language Impaired: SI as a Secondary Impairment** [11 slp] Allan Bird (Fort Worth) Region XI Education Service Center Ann Baca (817/740-7549)
- 25-27 **Structuring the Classroom Through the Use of Visual Strategies: Novice** [16.5 slp] Jill Varley (Fort Worth) Region XI ESC Jill Varley (817/740-7586)
- 26 **BoardMaker for the SLP** [5.5 slp] Mark Ammons, Darren Avey (Houston) Region IV ESC Angela Standridge (713/744-6831)
- 27 **Assistive Technology Team Training, Fundamentals Day 3, Session A: Intervention** [5.5 slp] Angela Standridge, Beth Goodrich (Houston) Region IV ESC Angela Standridge (713/744-6831)
- 29 **ADHD: Families and Professionals as Partners** [5 both] Various Presenters (San Antonio) Winston School San Antonio Shawn Bonner (210/615-7485)

FEBRUARY 2005

- 7-9 **Talk Tools-Treatment Plan for Oral-Motor Therapy** [12 slp] Sara Rosenfeld-Johnson (Houston) Cypress-Fairbanks ISD Elizabeth Adams (281/897-6435)
- 10 **Facilitating Emergent Literacy through the Use of Storyboards** [1.5 slp] Lavelle Carlson (Austin) AAASLP Peggy Kipping (512/451-3246 x663)

MARCH 2005

- 10-11 **Transdisciplinary Play Based Assessment & Intervention** [10 slp] Toni Linder (El Paso) Region 19 ESC Kim McNally (915/776-2900)
- 31-4/2 **TSHA 2005 Annual Convention** [19 both] Various Presenters (Austin) TSHA Association Office (888/SAY-TSHA)

FPO

Super Duper Publications

1/2 pg ad

Communicologist — Deadlines, Advertising, & Submissions

Communicologist Deadlines

These are the deadlines for receipt of all items to be considered for publication. Advertising submissions must include an insertion order.

Copy/Ad Deadline	Mail Date	Editor
January 1, 2005	February 1, 2005	Julie Noel
March 1, 2005	April 1, 2005	Peggy Kipping
May 1, 2005	June 1, 2005	Julie Noel

Send advertising to:

Electronic advertisements are preferred. Contact TSHA Headquarters for information to submit ads electronically. Send camera ready art to TSHA, PO Box 140647, Austin, TX 78714-0647.

There is usually a five- to six-week period between the copy deadline and the time the membership receives the newsletter. All items must be received in writing by the deadlines shown, including an insertion order with indication of payment and start date.

Questions about submitting an ad?

Contact TSHA Headquarters at 512/452-4636, 888/SAY-TSHA (729-8742), <tsha@assnmgmt.com>, or <tharris@assnmgmt.com>.

Display Ads

Back Cover (½ page, 7½ x 5¼)	\$500/issue
Full Page (7½ x 9¾, vertical)	\$600/issue
1/2 Page (7½ x 4½, horizontal)	\$420/issue
1/2 Page (3½ x 9¾, vertical)	\$420/issue
1/4 Page (3½ x 4½, vertical)	\$300/issue
1/8 Page (3½ x 2, business card)	\$150/issue

Package rates and multiple-issue discounts available for TSHA publications advertising. Contact TSHA Headquarters for more information.

Classified Ads (35 characters per line including spaces)

TSHA Members (5 line min.)	\$10/line
Nonmembers (5 line min.)	\$12/line

Display and classified advertising may include:

- Speech-language pathologists (SLPs) or audiologists seeking employment ("position wanted")
- Employers with positions available
- SLPs or audiologists offering to sell and/or buy professional goods or services
- Vendors servicing the practices of speech-language pathology or audiology
- Universities or educational/training entities offering programs or services relevant to speech-language pathology and/or audiology

Calendar of Events (For events with TSHA CE)

Bold-faced listing	\$10/issue
Boxed listing	\$20/issue
Bold faced & boxed listing	\$25/issue

Content Submissions

You may submit:

- original photos for publication,
- "Around the State" items,
- Task Force reports, (after approved by monitoring Vice President),
- information on Regional Associations, and
- Texas Authors

Send submissions to:

Send questions, articles, reports, or photographs to TSHA Headquarters or the appropriate editor.

Electronic submission is preferred.

Peggy Kipping — 8700 Shoal Creek Blvd, Austin, TX 78757-6897, 512/451-3246 x663, fax 512/451-3321, or <pkipping@slpcommunications.com>

Julie Noel — 5925 Forest Ln. #517, Dallas, TX 75230, 972/661-5157 (office), fax 972/661-5173 or <jbnoel@aol.com>

TSHA Headquarters — C/O Tracie Harris, PO Box 140647, Austin, TX 78714-0647, 512/452-4636, 888/SAY-TSHA (729-8742), fax 512/454-3036, <tsha@assnmgmt.com> or <tharris@assnmgmt.com>

Change of Address?

Submit a change of address request in writing to TSHA Headquarters. Allow 2-3 weeks for processing. (PO Box 140647, Austin, TX 78714-0647, <tsha@assnmgmt.com>, or fax 512/454-3036)

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EBS Healthcare
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