

## ¡Viva La TSHA! y Are You Valuable?

— by Paul Hardee, Chair Local Arrangements Committee

¡Bienvenidos a San Antonio! San Antonio is pleased to welcome everyone for the TSHA 2004 Annual Convention April 15–17, 2004. San Antonio is a city that welcomes tourists, loves to celebrate, and is proud of its history. The schedule of this year's sessions for the convention is fantastic. But if you want to enjoy yourself or soak up some sites while you expand your professional expertise and knowledge, San Antonio is your place. Fiesta San Antonio, a celebration of the fallen heroes of the Alamo and the Battle of San Jacinto (or just an excuse to party), is April 16–25. We look forward to seeing all of you and hope you enjoy your stay while you learn.

### TRAFFIC

Because Fiesta begins on Friday, April 16, and set up is occurring for days ahead of the events,

traffic on the west end of downtown San Antonio will likely be difficult. The Fiesta Carnival on Dolorosa St. and Fiesta Fantasias at El Mercado occupy the streets that are usually used to exit from Interstate 35 and Interstate 10 to reach the convention center area. Some streets will be blocked off. For these reasons, we recommend you enter the downtown area from Interstate 37/US 281 on the east side of downtown San Antonio. Specifically, you can reach the Westin Hotel, Homewood Suites, and the convention center area if you exit I-37/US 281 at Commerce St. (Exit 141A) and proceed west for about one-half mile to St. Mary's St. Take a left on St. Mary's St., a left on Market St., and you will be in the block with the hotels, about two blocks from the convention center.

### EVENTS

If Fiesta is of interest to you, here are a few events that occur downtown:

#### Friday, April 16, 2004

- Fiesta opening ceremony, Alamo Plaza, 10–11 a.m.
- Fiesta Fantasias, El Mercado, 10 a.m.–12 midnight
- Fiesta Carnival, Dolorosa St., 12 noon–1 a.m. (as with all carnivals, we recommend caution)

#### Saturday, April 17, 2004

- Paseo del Rio Children's Festival, Riverwalk Mall, 10 a.m.–4 p.m.
- Tejano Explosion, Cattleman's Square, 5:30 p.m.–2 a.m.
- Randolph Art League exhibit and sale, Alamo Plaza, 10 a.m.–5 p.m.
- (Fiesta Fantasias continues)

Fiesta San Antonio lists all events on its Web site <[www.fiesta-sa.org](http://www.fiesta-sa.org)>.



— by Rosario Brusniak, Vice President for Public Information and Marketing

When my oldest son, Stephen (now 24 years old, single and working in commercial real estate) was about three years old, he accompanied his father

on a business trip to New York City. When he came back, he began to tell me about all that he had seen while in New York, "Mom, I saw the 'Broken bridge' Tarzan climbed (the Brooklyn bridge), and I saw the big building King Kong climbed and fell off from" (the Empire State Building). Of course, leave it to his father to make sure he pointed out these important landmarks to the young boy. However, one of the most interesting and humorous things that occurred while they were in New York was the way Stephen came to model his dad's behavior while on the trip. Anyone who has visited New York knows there are two principal ways to get around the city, by subway and by cab. Stephen quickly learned that his father often stood on the curb and held his hand up to hail a cab. After observing this strange behavior, Stephen decided he needed to help his father get a cab. With dad behind him, Stephen stood on the curb and held up his hand. In no time, a cab arrived. As Stephen entered the cab, he turned to the cabbie and asked him "Are you valuable?" intending to say "Are you available?" A common mistake for a three-year-old! The cabbie was taken aback for a minute and then realized the intent of the question and answered "yes."

Now, you say, that is a nice story, but what does that have to do with my profession and me? Perhaps the connection between these two words is more than a simple auditory

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MAY IS BETTER HEARING AND SPEECH  
MONTH TF CHAIR  
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## ¡Bienvenidos a San Antonio!

CONTINUED FROM PAGE 1

### ATTRACTIONS

If history or art are more in line with your interests, here are a few downtown attractions:

- Blue Star Contemporary Arts Center in Southtown
- San Antonio Museum of Art on Jones St.
- Institute of Texan Cultures, adjacent to the convention center
- Casa Navarro State Park
- Spanish Governor's Palace

The San Antonio convention and visitor's bureau describes these and other attractions on its site <[www.sanantoniocvb.com](http://www.sanantoniocvb.com)>.

### SHOPPING, RESTAURANTS, AND NIGHT SPOTS

Shopping is also an enjoyable possibility in San

Antonio, with the Rivercenter Mall in close proximity to the convention center, quaint little shops in La Villita, and scattered interesting shops from Southtown to the Riverwalk. The San Antonio Restaurant Association will have a booth at the convention to inform you about restaurants and additional information can be found at the convention and visitor's bureau site. If night spots on the world famous Riverwalk, the North St. Mary's strip, or Southtown are your main interest, you can find information at <[www.heartofsanantonio.com](http://www.heartofsanantonio.com)> or <[www.citysearchsanantonio.com](http://www.citysearchsanantonio.com)>.

Come to San Antonio, improve your knowledge and skills, and have a mini-vacation. See you soon!

# Viva La TSHA!

## MARK YOUR CALENDARS!

### TSHA 2004 Annual Convention April 15-17, 2004

Henry B. Gonzalez Convention Center • San Antonio, TX

#### REGISTRATION

Follow signs and look for the Park View  
Registration area in the convention center.

#### MAJOR SPEAKERS:

**Mike McKinley** (Keynote on Thursday)  
Staying Alive...Wait Until You're Dead Before You Die

**Kenneth Wolf** (Thursday)  
Cultural Competence

**Barbara Hodson** (Friday)  
Enhancing Children's Phonological and Metaphonological Skills

**Joseph Murray** (Saturday)  
State of the Art Dysphagia Evaluation and Treatment

Don't miss the Annual  
Perfessor Pradukshuns Presents...  
*Viva La Students!!!!*



at the student brunch Friday, April 16!  
(right after the NESPA bowl)  
Come see why YOUR professor is not in  
Hollywood!

#### STUDENTS: JUST FOR YOU!

**Georgia McMann** from ASHA, Demystifying Certification!  
AND...

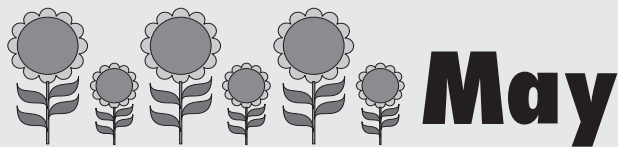
**Barbara Hodson** has generously donated half of her  
honorarium to support students who have had papers  
accepted at TSHA for presentation! Hodson will also be  
presenting Saturday especially for students!

#### SHORT COURSES in

Phonology • Auditory Processing • Oral Motor  
Pediatric Feeding • Aphasia

*Don't miss the popular Round Table Discussions  
or Breakfast with the Experts!* (additional cost)

— submitted by Melanie McDonald, Councilor for Annual Convention



Are you prepared for May is Better Hearing and Speech Month (BHSM)? We're ready to prepare you to inform, educate, and raise public awareness about the communication disorders impacting thousands of Texans of all ages.

Visit the Shoppe TSHA at the TSHA Web site at [www.txsha.org/products/tsha\\_products.html](http://www.txsha.org/products/tsha_products.html) for merchandise and grab bag ideas. The TSHA Web site also has Public Service Announcements available to download for radio.

Next, check out the ASHA resources at [www.asha.org/public/BHSM\\_download\\_2003.htm](http://www.asha.org/public/BHSM_download_2003.htm) to obtain this year's free screensaver, BHSM banner, and more.

*This May, help raise awareness  
about communication disorders.  
Thanks for your commitment to BHSM.*

## Celebrating May is Better Hearing and Speech Month

— by Adrienne Acrey, Chair TSHA BHSM TF Chair

Let's celebrate our professions this May during May is Better Hearing and Speech Month (BHSM). The TSHA publication, *Let's Celebrate Our Professions: TSHA's Guide to Celebrating May Is Better Hearing and Speech Month* highlights background information about our professions, provides a list of the topics speech-language pathologists and audiologists address, lists ideas on how to celebrate, presents information about contacting your legislator and the media, provides resources for information and merchandise, and gives tips to successfully promote and celebrate our professions. The booklet is available for download from the TSHA Web site at [www.txsha.org/products/mayisbetterspeechandhearingmonth](http://www.txsha.org/products/mayisbetterspeechandhearingmonth). *Let's Celebrate Our Professions: TSHA's Guide to Celebrating May Is Better Hearing and Speech Month* is designed to make the task of raising public awareness simpler and to provide guidelines and ideas about celebrating BHSM.

The Web site also features downloadable .mp3 files for your use as public service announcements for radio and links to the resources available on the ASHA Web site.

An informational flyer regarding additional resources for BHSM will be available in your TSHA convention registration packet. Also, don't forget to visit the Shoppe TSHA booth at convention for great TSHA merchandise to promote BHSM. It is time to get geared up and celebrate our professions!

## A New Group in Austin: CASH

1. Do you ever want to discuss the advantages of certain CPT or ICD-9 codes for specific clinical circumstances?
2. Do you ever want to know how and what criteria private insurance companies use to approve or deny services or how to appeal a claim?
3. Do you ever want to discuss aspects of business development and marketing with like-minded professionals?
4. Do you ever want someone else's opinions on what type of insurance to carry — liability, malpractice, etc.?

These were just some of the questions discussed at the first meeting of CASH (Coalition of Austin Speech-language pathologists in Healthcare). These clinicians are in private practice and/or are employed in outpatient hospital/rehab facilities. The first meeting January 19, 2004, revealed a myriad of shared concerns and generated the agenda for the next meeting on March 25, 2004. The membership also discussed preferred ICD-9 codes, CPT codes, billing practices and billing software as well as reviewed the lag time in billing and reimbursement by comparing the different billing procedures of the various participants. A survey questionnaire designed to profile "the private practitioner" and delineate specific concerns for later submission to TSHA and ASHA was provided to those in attendance. Future meetings will refine the survey information and set goals for the organization.

Interested parties may contact CASH, c/o Central Texas Speech Pathology Services Inc. at [ctsp@mail.airmail.net](mailto:ctsp@mail.airmail.net) or via fax at 512/327-1545.

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## Do You and Your Consumers Know What Your Legislators Are Up To?

— by Margaret Rouquette and Carrie Bower, Co-chairs Consumer Coalition Task Force

Come by and see the Consumer Coalition Information Table at the TSHA Convention!

Here's what we will have for you and your consumers:

- Help to identify the district you live in.
- Information on the candidates in your district.
- Information on legislative bills you should know about.
- Information about how to get your legislators interested in you and consumers' issues.
- CHOCOLATE, goodies, and friendly faces!

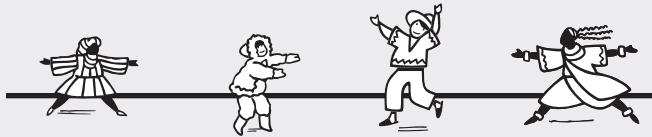
**See you in San Antonio!**



# CLD CORNER

— by Becky Gonzalez, Chair, Cultural and Linguistic Diversity (CLD) TF; Lynette Austin, Mariana Blandon, Jennifer Watson, and Lynita Yarbrough, CLD TF members

The CLD Corner was created in an effort to respond to questions on cultural and linguistic diversity. Submit your questions to **Becky Gonzalez** at <becky52@houston.rr.com>. Look for responses from the CLD Task Force on TSHA's Web site and the *Communicologist*.



## QUESTION

Where can I get appropriate norms for a child who speaks Spanish at home and English at school?

## ANSWER

Norms on language acquisition are available for English speakers and for Spanish speakers. Unfortunately, norms do not exist for students who speak Spanish at home and English at school. In part, no normative data are available because each child will differ in how one acquires and uses two languages. When assessing a student who speaks English at school and Spanish at home, an SLP must understand how this child acquired two languages. In addition, the SLP must be cognizant that the degree/spectrum of bilingualism is different for each individual. Consider the following when assessing such a student:

1. Obtain detailed information on the student's background. Consider the following:
  - educational factors such as: When did the child first go to school? In what countries has the child been educated? Has schooling been interrupted? Have there been frequent moves from school to school and/or school district to school district that might influence consistency in curriculum being taught? In what language has the child been educated?
  - language factors such as: How long did the child speak only one language? What languages are spoken to him in the home? What language is most frequently used by the parents with the child? What language does the child use most frequently with siblings? What language does the child use in social situations?
  - cultural/environmental factors such as: How long has the child been in the United States? Does the child return to his native country often? To what degree are native traditions valued? To what degree is acculturation and assimilation valued?
  - medical factors such as nutrition, trauma or injury, illnesses, hearing, and vision, as well as developmental milestones for first words, sentences, feeding, and walking.

2. Plan a battery of formal and informal tests that are culturally appropriate and take into account the information you learned in #1. Test in both the native language and English.
3. Remember that the value of the information gathered during the assessment process is determined by how such information is interpreted. Therefore, information on the standardized testing, the stages of second language acquisition, and the stages of language development are good guidelines to utilize when analyzing data. Be sure to consider the student's experiential background and motivational influences as well.

## Resources

Kayser, H. (1998). Singular Publishing Group, Inc., pp. 82-91 *Assessment & Intervention Resource for Hispanic Children*.

Cummins, J. (1984). *Bilingual and Special Education: Issues in Assessment & Pedagogy*. San Diego: College-Hill.

Hamayan, E.V., & Damico, J.S. (1991). *Limiting Bias in the Assessment of Bilingual Students*. Austin, TX: Pro Ed.



## QUESTION

Can I treat a bilingual child in therapy for an articulation disorder if I only assess his English articulation skills?

## ANSWER

No. A child who is acquiring English as a second language will make errors in his pronunciation as he is going through the process. It is imperative that his articulation be assessed in his dominant language as well. If his articulations skills in the first language are within normal limits, he does not have an articulation disorder and should not be labeled as impaired. The errors noted in English are often the result of the native language's phonemic system. When English sounds do not exist in the first language, it is natural for the speaker to have greater difficulty articulating those sounds.

## Resources

Goldstein, B. (2000). *Cultural and Linguistic Diversity Resource Guide for SLPs*. Canada: Singular Thomson Learning.

Kayser, H. (1998). *Assessment and Intervention Resource for Hispanic Children*. Canada: Singular Thomson Learning.



# Foundation to Bestow \$19,000 in 2004

— by Ron Gillam, TSHF Publicity



At the annual board meeting in Austin, TX, on February 27, 2004, the Texas Speech-Language-Hearing Foundation announced that it plans to bestow scholarships, research grants, and community service awards totaling \$19,000 in 2004. During 2003, the Foundation conferred \$9,000 in scholarships, \$1,900 in research grants, and \$2,000 in community service awards. Using resources from the Oscar Mauzy and Pat Cole Educational Funds and from the Lynch Endowment, the Foundation also funded the keynote address at the TSHA 2003 Convention. The Foundation bases all awards on annual interest income in order to insure continued support for Texas students and professionals into the future. The total balance of the Foundation's endowed funds recently reached \$400,000.

Two new fund contracts were added in 2003 that will generate awards in 2004. Sondra's Money, given by **Thomas Fields** and his daughters in memory of **Sondra Fields**, is a flexible fund that can be used for either a scholarship award or a research grant. The **Sandy Friel-Patti** Research in Child Language International Travel Fund was instituted by **Joe Patti** and **Jessica Friel-Patti** to honor Sandy's strong commitment to research. This fund will provide the means for doctoral students to present their research in child language at international venues.

Board President **Gil Hanke** was very pleased with the health of the Foundation and with its continued progress. "Our growth has continued in an economy that has devastated other charitable entities. Our target of having all the funds with a corpus of \$20,000 is becoming a closer reality."

President Hanke also expressed his appreciation to TSHA. "There is an even stronger commitment from the Foundation and from TSHA to work cooperatively. We are making plans to provide some services collectively, which we could not do as individual organizations." TSHA President **Lynn Flahive**, who attended the meeting, concurred saying, "The TSHA Executive Board is excited about the new initiatives we are working on with the Foundation."

There are still a number of university programs in Texas that do not have an endowed fund dedicated to supporting their own students. Hanke noted that the Foundation is always interested in creating new endowments. "The better the Foundation is able to serve the members of TSHA, the better they are able to serve persons with speech, language, hearing, and swallowing deficits in Texas."

Recipients of the \$19,000 in scholarships, research awards, and community service awards will be announced at the annual TSHA Foundation Awards dinner on Friday, April 16, 2004, at the TSHA 2004 Annual Convention in San Antonio. Reservation forms for the awards dinner can be downloaded from the Web site at [www.txsha.org/convention/convention.html](http://www.txsha.org/convention/convention.html).

# Reimbursement Update

— by Norah Thurman, Reimbursement Issues TF Chair

As TSHA's representative to the State Advocates for Reimbursement Issues (STARS), I had the opportunity to attend several STARS meetings at the 2003 ASHA Convention. STARS was established to facilitate direct interaction among ASHA and the states to improve the process of reimbursement for our services.

Since beginning the STARS effort, ASHA has developed several documents designed to provide information to our consumers. One such document is a letter to the State Insurance Commissioner explaining the difficulties that the professions are encountering in insurance reimbursement. A second letter, compiled by the Ohio Speech Language and Hearing Disorders Association, is addressed to parents and describes how to make sense of their insurance policies. In addition, ASHA has developed a Health Plan Report Card posted on the ASHA Web site at [www.asha.org/members/issues/reportcard](http://www.asha.org/members/issues/reportcard). ASHA developed the report card to assist members in evaluating and rating coverage and reimbursement levels for speech-language pathology and audiology services by employers and health plans. The report card may also be used to advocate for better coverage and reimbursement levels.

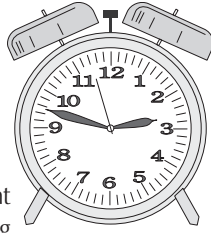
Once you have rated your healthcare plan or helped your consumers to rate theirs, please pass along the results to ASHA at [reimbursement@asha.org](mailto:reimbursement@asha.org) and to me at [nxt00b@acu.edu](mailto:nxt00b@acu.edu). STARS is working to assemble a database regarding reimbursement "track records" for each insurance company. Without these specific data, it is difficult provide state and federal the information they need to advocate for change.

I would love to meet with anyone interested in or affected by reimbursement issues and invite you to participate in this task force. I will post a note on the bulletin board at the TSHA 2004 Convention with information on how to reach me in San Antonio. In the meantime, I would like to hear from you before then. Phone (325/674-2090), fax (325/674-2552), or e-mail me at [nxt00b@acu.edu](mailto:nxt00b@acu.edu). Please contact me soon. Together we can accomplish great things!



## Time to Rest?

— by Tanya Speed, Vice President for Social and Governmental Policy



With 2004 being an election year one might think that it is 'time to rest' as far as meeting with legislators. The opposite is actually true! What better time to go and meet your representative than when he/she is in their district office? Plus, with elections coming up, offering to volunteer in their campaign will really get you noticed.

Volunteering to help can be as easy as offering to have a sign placed in your yard or helping to stuff envelopes in the campaign office. The range of duties varies with each legislator and the district they represent. The key is to let your legislator know that you support him/her.

Where does TSHA factor into this election year? You, as a constituent, have the ear of your legislators. Volunteering in their office will help identify you as a reliable/consistent source of information. Make your points of concern known to the representative. Voicing your position on issues other than speech–language pathology/audiology (i.e., animal rights, gun control, etc.) will only increase your value to the representative. Just being available to answer questions for the representative will show your interest in the community, state, and our profession. Always point out that the result of any issue should be to protect the welfare of the public.

So, is this a 'time to rest'? I think not! For further information on legislation and volunteering, contact Vice President for Social and Governmental Policy Tanya Speed <tjspeed@garlandisd.net> or Director of Governmental Affairs Larry Higdon <lwhtsha@aol.com>.

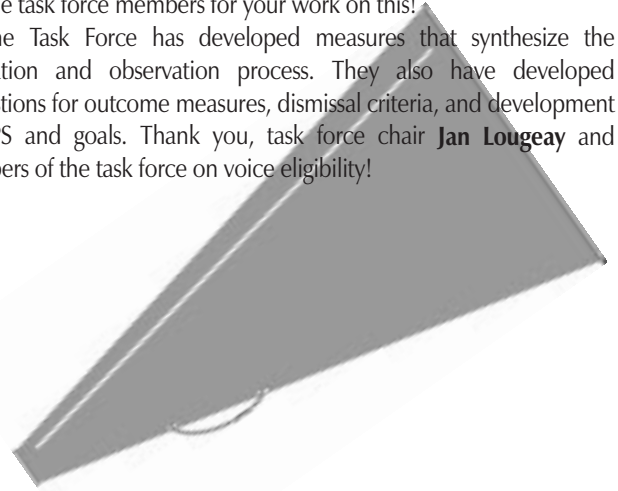
## Advances in Eligibility

— by Cindy Gill, Vice President for Professional Services

Guidelines for eligibility in articulation and language are being piloted and adopted around the state. Thanks to the many people who are making this happen! (See *Communicologist*, Dec. 2003.)

Look for similar information being developed by the Task Force for Eligibility in Fluency Disorders and the Task Force for Eligibility in Voice Disorders. The document for fluency eligibility is being completed and reviewed by fluency specialists and will be presented in a round-table format at the SID4 leadership conference in Portland, OR, for input from experts around the United States. Thank you, **Natasha Anderson** and the task force members for your work on this!

The Task Force has developed measures that synthesize the evaluation and observation process. They also have developed suggestions for outcome measures, dismissal criteria, and development of IEPs and goals. Thank you, task force chair **Jan Lougeay** and members of the task force on voice eligibility!



thinking  
publications  
1/2 pg ad



# Assistive Technology News

One of the biggest challenges shared by speech-language pathologists in educational and medical settings is the effective use of assistive technology (AT). Although technology can provide incredible benefits, it is estimated that approximately one-third of the AT users abandon their devices for various reasons. If a device does not improve the user's ability to function in everyday activities, if it requires excessive assistance from another person, or if the burden of using the technology is greater than the benefit achieved, the device is likely to be discarded. Abandonment of AT is a costly problem in terms of the device expense, wasted professional time, and the loss of opportunities for the device user. To increase the likelihood that augmentative communication devices will be used, speech-language pathologists need to identify the most effective methods for selecting technology and delivering AT services.

## Technologically-Based AAC Intervention in Individuals with Aphasia

— by Rajinder Koul, Chair, Department of Speech, Language, and Hearing Sciences, Texas Tech University

With the rapid proliferation of augmentative and alternative communication (AAC) technologies in the past decade, a number of speech-generating devices (SGDs) have become available for individuals with severe speech and language impairments. Unlike nonelectronic communication boards, SGDs provide speech output to the user and the communication partner. SGDs can be either dedicated communication devices (e.g., DynaVox, produced by DynaVox systems; Vanguard by Prentke Romich Company), or stand-alone graphic symbol software programs (e.g., Gus Multimedia Speech System By Gus Communications, Inc.). The use of SGDs has increased substantially in the 1990s due to technological advances in the area of synthetic speech. Many SGDs use text-to-speech synthesizers in which words, alphabets, digits, and graphic symbols are entered from an input device such as a keyboard/switch/touch screen and are converted into a speech waveform using a set of algorithmic rules. These rules not only allow SGD users to speak any set of entered messages, but also provide the user with an unlimited vocabulary. Further, synthetic speech gives nonspeaking individuals the power to initiate and maintain conversation, and its use results in fewer communication breakdowns in comparison to other forms of nonspeech communication (Arvidson & Lloyd, 1997).

Studies involving technologically based AAC intervention with individuals with chronic severe and global aphasia are relatively limited in number. In general, results with SGDs have indicated that individuals with chronic severe Broca's aphasia or global aphasia are able to access, identify, manipulate, and combine graphic symbols to produce simple phrases and sentences in experimental contexts (e.g., Koul & Harding, 1998; Koul & Corwin, 2003; Weinrich, 1991). Further, individuals with chronic severe Broca's aphasia and global aphasia demonstrate superior performance on tasks that involve graphic symbols in contrast to tasks that involve natural language (e.g., Weinrich, Boser, & McCall, 1999). However, the variability of results within and across studies suggests that predictions about the

effectiveness of technologically based AAC interventions for individuals with aphasia cannot be made. In summary, it is critical that clinicians be cautious in recommending SGDs to individuals with aphasia until they have made substantial observations as to the effectiveness of a high-technology AAC system.

### References

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- Weinrich, M. (1991). Computerized visual communication as an alternative communication system and therapeutic tool. *Journal of Neurolinguistics, 6*, 159-176.
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## Evidence-Based Practice and Assistive Technology in School

— by Sherry Sancibrian, Associate Professor and Speech-Language Pathology Program Director, Texas Tech University; Cheryl McKnight, Assistive Technology Task Force; and Mary Claire Welch, Assistive Technology Task Force Chair, Assistive Technology Team

What can school SLPs do to ensure that students' AT devices don't end up on a shelf collecting dust? What evidence do you need to collect to achieve the best possible match between the student and the technology? Using the principles of evidence-based practice, SLPs should use a combination of evidence, including available research information, their own clinical expertise, and input from the student and his/her teacher(s) and family (Sackett, Strauss, Richardson, Rosenberg, and Haynes, 2000).

### Using Research Information

Unfortunately, there is very little research that will help you compare specific devices, but general information about the effectiveness of AT is available on several Web sites.

<[www.mnsu.edu/comdis/efficacy/efficacy.html](http://www.mnsu.edu/comdis/efficacy/efficacy.html)>

<[www.ldonline.org/ld\\_indepth/technology/technology.html](http://www.ldonline.org/ld_indepth/technology/technology.html)>

<[www.uwm.edu/~edyburn/effect.html](http://www.uwm.edu/~edyburn/effect.html)>

### Using Your Own Clinical Expertise

It is important to know your own skills. The ever-increasing array of AT options can be overwhelming, especially if you don't have much experience in this area. List specific questions you have regarding your



student and determine what you want the device to do for the student. Then, ask your colleagues for help. Contact the Education Service Center. Call vendors. Research the sites listed in the AT article in the previous *Communicologist*. One resource, ABLEDATA <[www.abledata.com](http://www.abledata.com)>, is a health resource database that can provide valuable information regarding devices and products that are available for your use.

### Using Input from the Student and Communication Partners

As Beigel (2000) indicates, input from the student, the student's family, and school staff who work directly with him/her, may be the most important evidence you collect. Keeping in mind that the overarching objective of AT in schools is to help the student succeed in the classroom, there are several questions you might ask.

- **What are the student's academic strengths and needs?** Effective AT intervention does not mean finding a device you like and then matching it to the student. We can only meet students' needs by identifying their strengths and weaknesses first, then matching those to the features of the available technology.
- **Does the student need AT to meet the expectations of the classroom?** Compare the student's performance with and without the device. Does the device enhance the student's accuracy, effectiveness, or speed? Does the device allow the student to perform in a way that he was unable to before the introduction of the device? As a result of the 1997 reauthorization of IDEA, assistive technology in the schools is intended to allow the student to access the general education curriculum or to accomplish the goals written in his *Individual Education Plan* (Warger, 1998).
- **What type of technology will meet the student's needs across environments?** We tend to be impressed by "bells and whistles" and look to technologically complex solutions such as computers and electronic voice output communication aids, when low tech options may be just as effective. Often it is authentic assessment of the environments that yields clear direction for the versatility of use, durability, and amount of potential for vocabulary growth necessary to meet the student's needs. The SETT (Student Environment Task and Tools) Framework created by **Joy Zabala** is one of the models designed to collaboratively examine the student's needs for AT across environments and to help teams to prioritize implementation (Zabala, 1995) Other models have emerged as well to attempt to capture the process that will best address the issues encountered in the integration of device use across environment (Edyburn, 2001).
- **Does the student have the sensory, physical, and cognitive skills to use a device?** For example, can the individual understand picture symbols and scan an array to make a choice? Successful use of some devices requires skills such as pointing to letters to spell words or hitting a switch to select a scanned message. Evaluation of the student's abilities should aid the assistive technology team in matching the features of the device or switches to enable optimum access and use of the device.
- **How motivated is the student to use the device for communication?** Just because the student can use AT, doesn't mean he will. Engineered opportunities in the student's environment can serve to allow the student to discover through his own interactions the value of the use of a device to accomplish communications that are of importance in his world.

This "buy in" requires a collaborative effort between the student, his SLP, family, and educators. **Caroline Musselwhite** and **Linda Burkhart** in their book *Can We Chat?* propose a means of scripting interactions of high interest to allow the student to experience the "payoff" of a successful dialogue (Burkhart and Musselwhite, 2001).

- **How receptive is the teacher to having a student who communicates via AT?** If the teacher does not understand how the device is used or does not want the student to use it, the device will probably be abandoned. Currently there are two projects funded in the fall of 2001 by the National Institute on Disability and Rehabilitation Research for the study of AT outcome systems. The ATOMS (Assistive Technology Outcome Measurement Systems) project and the CATOR (Consortium for Assistive Technology Outcome Research) project are designed to examine the use of AT outcome systems to address issues of abandonment and the measurement of effectiveness of assistive technology use.
- **How much training will be needed for the student and school staff?** Lack of training is a major barrier to successful implementation of AT. Edyburn reviews the different models, theories, and frameworks that offer some thoughts on the delivery of devices and services in the schools. (Edyburn, 2001)
- **What are the results of trial use?** The student needs to use the device you selected for a trial period, in multiple environments, to confirm that it produces the outcomes you expected.

Technology has the potential for enriching students' lives. Our job is to use the best available evidence — from research, our own knowledge base, and from the student — when recommending technology. A device that actually matches the needs, abilities, and expectations of the student is not likely to end up on the closet shelf!

### References

- Beigel, A. (2000). Assistive technology assessment: More than the device. *Intervention in School and Clinic*, 35, 237-243.
- Burkhart, L. and Musselwhite, C. (2001). *Can We Chat?* Eldersberg: Special Communications and Linda J. Burkhart.
- Edyburn, D. (2001). Models, Theories, and Frameworks: Contributions to Understanding Special Education Technology. *Education Technology Practice*, March-April, 16-24.
- Sackett, D., Strauss, S., Richardson, W. Rosenberg, W., & Haynes, R. (2000). *Evidence-based medicine: How to practice and teach EBM* (2nd ed.). Edinburgh: Churchill Livingstone.
- Warger, Eavy, et al (2001). *Implementing IDEA: A Guide for Principals*. Arlington: The Council of Exceptional Children.
- Zabala, J. (2002). Get SETT for successful inclusion and transition. Available at <[www.ldonline.org/le\\_indepth/technology/zabalaSett.html](http://www.ldonline.org/le_indepth/technology/zabalaSett.html)>
- ### Resources
- Assistive Technology Outcomes Measurement System <[www.uwm.edu](http://www.uwm.edu)>.
- Consortium on Assistive Technology Outcomes Research <[www.atoutcomes.com](http://www.atoutcomes.com)>

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## Are You Valuable?

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misperception (something that we speech-language pathologists know very well). I think in this case, perhaps the connection is more meaningful and more obvious than we may believe, and I believe it has serious implications for those of us in this profession. I would like to ask you the same question, "Are you valuable?" "Do you consider your profession and what you do valuable?" "Do you believe in the value we provide for our clients, students, people, and families we serve?" If so, then I would challenge you all to make yourselves "available" to promote our profession.

Soon the Texas Speech-Language-Hearing Association (TSHA) will be celebrating its 50th year as a professional organization, yet there are still many people who are not aware of what speech-language pathologists (SLPs) and audiologists do for the people of Texas every day. Since our inception as a professional organization, much has changed. Now more secure in the information-age, our role has expanded. We provide the necessary help for the physically challenged, that allows them to communicate through assistive technology; we serve individuals with swallowing and severe feeding problems; we have become sensitive and knowledgeable about the unique needs and challenges of serving the communicative needs of individuals from differing cultural and linguistic backgrounds; we work alongside other specialists to develop communication in individuals with autism, with traumatic brain injuries, or with other neurological involvements, to name a few of the many types of disorders and individuals we serve. Have we done our job to make others aware of the variety of communication problems and large numbers of populations we remediate and serve?

The office I hold, Vice President of Public Information and Marketing, is devoted to helping all TSHA members advocate for our profession. Many task force and committee members under this vice presidency are committed to provide our members with the resources they may need. These individuals are:

**Adrienne Acrey**, chair of the May is Better Hearing and Speech Month Task Force. Adrienne continues to update the resources available to members. Last year at the annual convention held in Dallas, her committee provided all attendees with copies of the handout, *Let's Celebrate Our Professions: TSHA's Guide to Celebrating May is Better Hearing and Speech Month* in preparation for May is Better Hearing and Speech Month (BHSM).

**Tracey Gray**, task force chair for external marketing, is finalizing a list of resources, available from related professional organizations, which will be placed on the Web site "external marketing material" link, adding to the list of marketing and educational resources for SLPs and audiologists.

**Terri Haynes**, chair of the Public Information Distribution Task Force, is leading the way to contacting agencies and universities to let people know that speech-language pathologists and audiologists are actively involved in building literacy through the reprinting of the book *Matt learns to Read*. This resource was highlighted in the February *Communicologist* and is available to all TSHA members in both

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# Are You Valuable?

CONTINUED FROM PAGE 10

English and Spanish (reflecting our commitment to reach out to the growing number of our population who speak Spanish). Terri also has contacted NSSLHA chapters in the state to encourage these groups to promote early literacy as well as May is Better Speech and Hearing Month through the distribution of this book to Early Childhood Intervention (ECI)/Headstart Centers across the state. At the present time, two universities (Texas Tech and University of Texas Pan American) have committed to this project. In May, the Speech Pathologists Association Near Dallas (SPAND) Regional Association will promote public awareness of the SLP's role in early literacy by distributing *Matt Learns to Read* at a local bookstore.

**Stacy Reaves**, task force chair for advertising, and her committee members are also working to revise the advertising structure and advertising packages to reflect opportunities that were not available earlier (such as Web site advertising and bundle advertising packages that can include Web site advertising) and to revise rates in an effort to provide and increase the amount of financial support provided by advertising for TSHA operations.

**Jenny Loehr**, chair of TSHA Brochures Task Force, is hard at work revising and editing new reprints of earlier brochures such as *Look Who's Talking: Infant Intervention*, and *When Your World Changes in a Second: Dealing with Head Injury*, as well as additional brochures on current relevant topics. Collaborating with members of TSHA's professional services committees, we anticipate additional and timely brochures in the next year. All brochures, new and revised, will be available for members on our Web site in both English and Spanish after they are finalized.

Working collaboratively with task force chairs from the dysphagia task force, **Denise Barnett**, chair of the Public Information Exhibit (PIE) Task Force, is developing the newest PIE offering regarding dysphagia for the upcoming TSHA 2004 Annual Convention. As part of our collaborative efforts, the members of the dysphagia committee are developing a more current dysphagia brochure for distribution at the convention. Once this is done, the brochure will be added to the list of brochures available on our Web site. We now also have a new PIE exhibit that will equip our membership with a portable station to advertise and highlight our profession. If you have an interest in using this exhibit, contact the TSHA State Office to reserve the PIE and indicate the focus from the list of possible hearing, communication, and legislatively related issues we have available. The PIE has been used successfully in the past by SLPs and audiologists at health-related and educational professional conventions or conferences as well as university recruiting.

Promoting our profession, our current task chair for membership benefits (which also includes Shoppe TSHA), **Amy Anderson Cunningham**, has been hard at work locating promotional and professional products that reflect our pride. Some of her efforts can be seen on our Web site where we now have pictures of eight products (with more to come in the future!) that can be easily and securely ordered online, by mail, or fax. She also has secured special convention products to reflect the ¡Viva La TSHA! convention theme

such as bright convention t-shirts that will be available, along with the current stock of Shoppe TSHA materials at the upcoming TSHA convention in San Antonio.

Efforts to increase TSHA membership of future and current speech-language pathologists and audiologists currently practicing in the state are also underway. **Brooke Dorman** and **Mary Beth Schmitt**, task force co-chairs of the Student Interests Committee have worked collaboratively with other TSHA task forces to provide opportunities for students in the field to become involved. These co-chairs have successfully secured speakers and presentations for the convention that are tailored to meet students' educational and professional needs (101 courses), as well as providing students, by participating in the Praxis University Bowl, an opportunity for fellowship and lively competition with other students in the state enrolled in universities that have communication sciences and disorders programs.

**Dee Kirby**, task force chair for membership recruitment has identified nonTSHA speech-language pathologists and audiologists in a particular geographic region of Texas for this year. She is now in the process of contacting these individuals and highlighting the benefits of joining TSHA. TSHA President Lynn Flahive is personally inviting these individuals to become active members of their professional state organization.

**Heather Soper**, task force chair of the Regional Associations Marketing Network (RAMN), continues to update contacts for the regional professional organizations. She also facilitates efficient and timely communication to alert members of important legislative efforts/laws, continuing education opportunities, and resources such as the TSHA grants to bring speakers or programs to regional professional organizations.

Because TSHA is a professional organization of volunteers who give freely of their time, we have a very active Volunteer Mentoring Task Force chair, **Kristi Mahan**, who matches individuals interested in volunteering with different areas in which they have indicated a strong interest and desire to contribute and work.

In preparation for the 50th anniversary celebration, **Martha McGlothlin** and **Cherry Wright** are busy archiving important TSHA history, photos, and other related materials as co-chairs of the History Committee.

Finally, I would be remiss if I did not also mention Councillor for Public Relations **Lisa Terry** who serves as my right hand in helping manage many of the committees and task forces currently under my vice presidency.

What about you? We need people who are proud and committed to bringing excellence to our profession. We need to have hands, hearts, and minds that will allow us to move forward and make our message heard. We need you! Volunteering is as easy as going to the TSHA Web site <[www.txsha.org](http://www.txsha.org)> and clicking on the "Volunteer Form" under the "Membership" link of the home page, or contacting the individuals currently serving on the many task forces and committees in TSHA and letting them know that you consider their work valuable enough to make yourself available.



[www.TXSHA.org](http://www.TXSHA.org)



# TEXAS SPEECH-LANGUAGE-HEARING ASSOCIATION

## TSHA 2004 VOLUNTEER FORM

Name: \_\_\_\_\_ TSHA Membership Number: \_\_\_\_\_

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Current and Prior TSHA Volunteer Positions: \_\_\_\_\_

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***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.***

- 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.
- 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.
- 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.
- 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.
- 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: Kristi Mahan  
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# TSHA Calendar of CE Events

## APRIL

- 15–17 TSHA 2004 48th Annual Convention: It's All About Communication** [19 both] ASHA (various topics) various presenters (San Antonio) TSHA State Office (888/SAY-TSHA)
- 16 Visual Phonics I — II: A Multisensory Approach to Literacy & Therapy** [9.5 slp] (speech) John Bond (Austin) Region 20 Ed. Svc. Ctr. — John Bond (210/370-5418) john.bond@esc20.net
- 16 Richmond Autism/Asperger's Conference** Tony Attwood and Jeanie McAfee (Richmond, VA) Social Skills for Children with Asperger and HFA (800/489-0727) www.FutureHorizons-autism.com
- 19–20 Southern Region Autism/Asperger's Conference** Tony Attwood, Raun Melmed, and Sean Barron (Atlanta, GA) (800/489-0727) www.FutureHorizons-autism.com
- 20 IEP Goals and Objectives for Students with Speech/Language Impairments** [5 slp] (prof. concerns) Ann Baca (Fort Worth) Region XI Ed. Svc. Ctr. — Ann Baca (817/740-7549) abaca@esc11.net
- 21 Memphis Autism/Asperger's Conference** Tony Attwood (Memphis, TN) (800/489-0727) www.FutureHorizons-autism.com
- 23 Assessment Procedures for Voice Recognition** [6 slp] (lang/learn) Peggi McNairn (Fort Worth) Region XI Ed. Svc. Ctr. — Peggi McNairn (817/740-7594) pmcnairn@esc11.net
- 24 Assessment Procedures for Voice Recognition** [6 slp] (lang/learn) Peggi McNairn (Fort Worth) Region XI Ed. Svc. Ctr. — Peggi McNairn (817/740-7594) pmcnairn@esc11.net
- 28 Statistics and the SLP** [5 slp] (lang/learn) Doreen Gonzalez (Goose Creek) Region IV Ed. Svc. Ctr. — Doreen Gonzalez (713/744-8138) dgonzalez@esc4.net
- 28–29 SEEK: Successfully Educating Exceptional Kids** [10 slp] (lang/learn) Kathy Morris (College Station) Region VI Ed. Svc. Ctr. — Nodya Thornton (936/435-8257) nthornton@esc6.net

## MAY

- 3 Use of the Internet for the Speech-Language Pathologist** [5 slp] (lang/learn) Ann Baca (Fort Worth) Region XI Ed. Svc. Ctr. — Ann Baca (817/740-7549) abaca@esc11.net

- 4 Asperger Syndrome and Adolescence** [6 slp] (lang/learn) Brenda Miles (Austin) Region 13 Ed. Svc. Ctr. — Lori Tatum (512/919-5315)
- 4 Using Brown Stages to Develop Discourse Skills in AAC Users** [6 slp] (aug. comm.) Bruce Baker (Fort Worth) Region XI Ed. Svc. Ctr. — Peggi McNairn (817/740-7594) pmcnairn@esc11.net
- 4 Private Practice: Things to Consider** [2 slp] (prof. concerns) Tanya Speed (Richardson) SPAND — Debra Kerner (469/593-7059)
- 7 Second Annual Assistive Technology Conference** [4 slp] (aug. comm.) various presenters (Houston) Region IV Ed. Svc. Ctr. — Angela Standridge (713/744-6831) amstand@esc4.net
- 13 Auditory Processing Disorder: Trends & Issues** [1 slp] (lang/learn) Ann Brown, Margaret Dean (Austin) AAASLP — Ann Hillis (512/471-2018)
- 14 Cultural Diversity: Implications for Assessment & Intervention** [6 slp] (multicultural) Elizabeth Pena (San Antonio) Region 20 Ed. Svc. Ctr. — John Bond (210/370-5418) john.bond@esc20.net
- 18 2004 TEKS and the SLP** [5 slp] (prof. concerns) Doreen Gonzalez (Sugar Land) Region IV Ed. Svc. Ctr. — Doreen Gonzalez (713/744-8138) dgonzalez@esc4.net

## JUNE

- 14–16 In-Home Training for In-Home Trainers** [14 slp] (aug. comm.) Kathy Morris (Huntsville) Region VI Ed. Svc. Ctr. — Ana Deter (936/435-8247) adeter@esc6.net
- 17 Introduction to Curriculum-Based Measurement** [5 slp] (prof. concerns) Diana McBurnett (Kilgore) Region VII Ed. Svc. Ctr. — Janet Dowdy (903/988-6895) jdowdy@esc7.net
- 18 Introduction to Curriculum-Based Measurement** [5 slp] (prof. concerns) Diana McBurnett (Kilgore) Region VII Ed. Svc. Ctr. — Janet Dowdy (903/988-6895) jdowdy@esc7.net
- 29–30 SEEK: Successfully Educating Exceptional Kids** [10 slp] (lang/learn) Kathy Morris (College Station) Region VI Ed. Svc. Ctr. — Nodya Thornton (936/435-8257) nthornton@esc6.net

## JULY

- 6–8 Region XI ESC Speech Therapy Academy Summer 2004** [15 slp] (lang/learn) various presenters (Fort Worth) Region XI Ed. Svc. Ctr. — Ann Baca (817/740-7549) abaca@esc11.net

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— *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
May 1, 2004	June 1, 2004	Julie Noel
July 1, 2004	August 1, 2004	Peggy Kipping
September 1, 2004	October 1, 2004	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 <wstokes@assnmgmt.com>.

**Display Ads**

<b>Back Cover</b> (½ page, 7½ x 5¾)	<b>\$500/issue</b>
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<b>TSHA Members</b> <small>(5 line min.)</small>	<b>\$8/line</b>
<b>Nonmembers</b> <small>(5 line min.)</small>	<b>\$10/line</b>

**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)

<b>Bold-faced listing</b>	<b>\$10/issue</b>
<b>Boxed listing</b>	<b>\$20/issue</b>
<b>Bold faced &amp; boxed listing</b>	<b>\$25/issue</b>

**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 Wendy Stokes, PO Box 140647, Austin, TX 78714-0647, 512/452-4636, 888/SAY-TSHA (729-8742), fax 512/454-3036, <tsha@assnmgmt.com> or <wstokes@assnmgmt.com>

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