

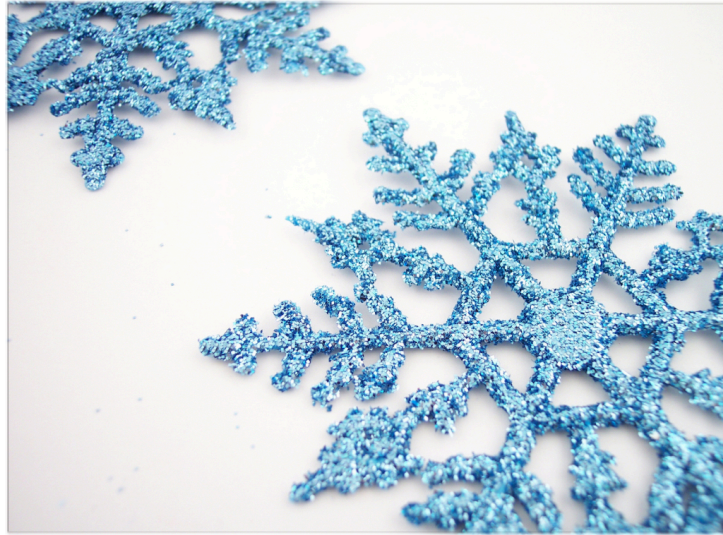
SMCSLHA

San Mateo County Speech Language Hearing Association

Welcome Aboard

Please join the board in welcoming our new co-secretary, Marla Levy.

For the past 8 years Marla's professional experience has been entirely with children in a school-based setting. She completed her B.A. in Advertising from San Jose State, then returned later to earn her M.A. in Communicative Disorders. The majority of Marla's school-based work has been in the Belmont-Redwood Shores School District. She completed her student internship at Cipriani Elementary, and then her CFY at Jefferson and New Haven School Districts. In 2010 Marla began her tenure with BRSSD at Ralston Intermediate School then moved to her current position at Fox Elementary. Marla serves a multi-age caseload with students from pre-k through fifth grade who have needs in the areas of articulation, language, pragmatics, word finding, and processing. Marla lives in Belmont with her husband, Adam, their son, Sam, and daughter, Shay. A year ago they rescued a dog, Skip, who completes the family.



What's Going on?

Happy New Year! We hope all of our members will join us for our upcoming workshop this March. You won't want to miss our speaker, so make sure to mark your calendars.

Melissa Jakubowitz, M.A., CCC-SLP, on March 4, 2016
The SLP and Telepractice
 (registration flyer to follow)

Please do not contact the SMCOE regarding our workshops. If you have any questions about our workshops or membership please contact Robin Silk at msslapin@pacbell.net.





Who Knew?

Recently, I worked with a student with Selective Mutism. The parent shared a great resource with us called “The Selective Mutism Resource Manual” by Maggie Johnson and Alison Wintgens. It is published and sold by Speechmark. (<http://www.speechmark.net/shop/selective-mutism-resource-manual>).

This resource is perfect for those that are uncertain of how to get started and what to do when working with someone who is selectively mute. The school psychologist and I found this systematic book to be very helpful in getting this student to begin talking within two to three months.

Swallowing Difficulty

When we first hear the words “swallowing difficulty” immediately SLPs think of Dysphagia. However, a November 2015 article entitled, “This Rare Disease Kept Him From Swallowing,” by Dr. Sanjay Gupta of Health Matters with Dr. Sanjay Gupta (www.everydayhealth.com) offered another diagnosis.

Darryl Boyd, was in the military and enjoyed eating food all over the world. He reported “Anywhere I was stationed, anywhere I traveled to, my favorite thing was eating.” However, over time he had difficulty keeping food down, and eventually even sips of water caused severe pain. Initially, doctors diagnosed him as having acid reflux. However, the treatments for acid reflux did not work and he ended up losing 60 pounds. Boyd sought the help of Dr. Sam, a gastroenterologist from Mount Sinai Hospital in New York, who specializes in the esophagus. By testing the strength of the muscles in Boyd’s esophagus, the doctor was able to diagnose a very rare disease called achalasia. “Achalasia occurs when the muscles of your esophagus are not coordinating well and your sphincter is not opening.”

“In achalasia, the sphincter can’t relax. It won’t open, so food can’t move down into the stomach. With nowhere else to go, it comes back up. Achalasia can mimic GERD,” but Sam says “the mechanism of the burning that you feel is very different.” “In GERD the sphincter muscle at the end of the esophagus is too loose, so acids in the stomach can back up into the esophagus and cause damage.”

No one knows what triggers achalasia, and there is no current cure, however it can be managed. In Boyd’s case he had surgery to loosen the sphincter at the end of the esophagus. He stated “It was very successful. I went from not being able to eat or drink anything, in continuous pain, to no pain.” He still needs to be careful with his diet, but is able to enjoy food again.

Legal Updates

The U.S. Department of Education issued a letter regarding using dyslexia, dyscalculia, and dysgraphia as eligibility determinations under SLD. Read it here:

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

The 9th Circuit Court of Appeals rendered a decision regarding District's obligation to file for due process when an impasse is reached with student's parents. View it here: <http://cdn.ca9.uscourts.gov/datastore/opinions/2015/11/17/13-56211.pdf>

View the amended decision of Parent on Behalf of Student v. Morgan Hill Unified School District regarding the District's denial of FAPE here: http://www.documents.dgs.ca.gov/oah/seho_decisions/2015021052%20Amended.pdf

SMCSLHA Library

We lend books, DVDs, CDs, and other materials for two weeks at a time. If you wish to borrow any of our materials, please contact Marie Pacquet at mbpacquet@gmail.com

Books:

How to Stop Drooling/Pam Marshalla
 How to Stop Thumbsucking/Pam Marshalla
 Apraxia Uncovered (book and DVD)/Pam Marshalla
 It's on the Tip of my Tongue/Diane German

DVDs:

Vowel Tracks (Pam Marshalla)
 Childhood Apraxia of Speech - Differential DX & Practical TX Strategies (Ruth Stoeckel)
 Social Thinking: Across the Home and School Day (Michelle Garcia Winner)

CDs:

Kids Express: Imitation Station
 Autism: The Parental Roller Coaster by George L. Rodriguez

Tests/Assessments:

Test of Childhood Stuttering (TOCS)
 Classroom Performance Assessment (CPA)
 Hodson Assessment of Phonological Patterns (HAPP-3) -Manual, protocols

Therapy Materials:

Focus on Fluency: A Tool Kit for Creative Therapy (SuperDuper)
 Complex Cluster Cards (Jennifer Taps)

Upcoming Conference & Event Information

- **March 4, 2016 - SMCSLHA Workshop - *The SLP and Telepractice*** - Presented by Melissa Jakubowitz, M.A., CCC-SLP - San Mateo County Office of Education, Redwood City, CA. For more information contact Robin Silk at 650-454-0729 or msslavin@pacbell.net
- **May 2016 - SMCSLHA Luncheon** - Details to follow.

For workshops sponsored by The Morgan Center, visit www.morgancenter.org.

For conferences/workshops sponsored by SMCOE, visit www.smcoe.k12.ca.us.

For CSHA's calendar of events, visit http://cscha.org/calendar_of_events/calendar_of_events.htm.

CSHA District Board Report - September 1, 2015

Publications and Research

Liaison: Wendy Quach

There has been a lot of buzz about Rapid Prompting Method (RPM), an intervention method developed by Soma Mukhopadhyay for her son with autism, which has been extended to individuals with severe autism. According to the organization Helping Autism through Learning and Outreach (HALO), “RPM is used to teach academics, and communication is also taught in the process. Despite behaviors, the academic focus of every RPM lesson is designed to activate the reasoning part of the brain so that the student becomes distracted by and engaged in learning. RPM uses prompting to initiate a student's independent response, without physical support” (HALO, 2015).

There is a lack of empirical evidence regarding RPM. The website for HALO cites one study that has been conducted on RPM: http://www.frontiersin.org/Educational_Psychology/10.3389/fpsyg.2012.00012/abstract#. Chen and colleagues (2012) reviewed videos of nine children diagnosed with autism spectrum disorder who had impaired functional expressive communication. The children ranged in age from 8-14 years. The authors examined therapists' prompts in these retrospective case studies and made three conclusions: 1) RPM was associated with a decrease in repetitive behaviors; 2) RPM was associated with an increase in response complexity without a decrease in response accuracy; and 3) engaged attention (also referred to as direct gaze and joint attention interchangeably throughout the study) was not related to successful responses.

Lang and colleagues (2014) provided a critical review of Chen and colleagues' study and identified numerous methodological issues with the study. They concluded, “...participants receiving RPM become dependent on facilitator prompts and therefore only seem to communicate. In other words, RPM facilitators generate and subsequently prompt participants to convey messages that may not represent the individual's genuine desires, thoughts, or emotions” (Lang, Harbison Tostanoski, Travers & Todd, 2014, p. 45). More research is needed to determine the authenticity of the messages generated by individuals who use RPM, which some have likened to facilitate communication (FC). The American Speech-Language-Hearing Association and the International Society for Augmentative and Alternative Communication do not support the use of FC as a valid form of communication and do not recommend it for clinical practice (ASHA, 1985; ISAAC, 2014). Additionally, this intervention is not included as an evidence-based practice in either of the following peer reviewed literature reviews:

- The National Professional Development Center-ASD March 2013 report on Evidence Based Practices: <http://autismpdc.fpg.unc.edu/evidence-based-practices>
- The National Autism Center April 2015 report "National Standards Project 2" report on Evidence Based Practices: <http://www.nationalautismcenter.org/>

Clinicians need to critically evaluate methods of intervention for the individuals we serve. Currently, no empirical studies exist that validate RPM as an effective intervention method for individuals with autism.

References

American Speech-Language-Hearing Association. (1995). *Facilitated communication* [Position Statement]. Available from www.asha.org/policy.

Chen, G. M., Yoder, K. J., Ganzel, B. L., Goodwin, M.S., & Belmonte, M. K. (2012). Harnessing repetitive behaviours to engage attention and learning in a novel therapy for autism: An exploratory analysis. *Frontiers in Psychology, 12*, 1–16.

International Society for Augmentative and Alternative Communication. (2014). *Facilitated communication* [Position Statement]. Available from https://www.isaac-online.org/wordpress/wp-content/uploads/ISAAC_Position_Statement_March-18.pdf

Lang, R., Harbison Tostanoski, A., Travers, J. & Todd, J. (2014). The only study investigating the rapid prompting method has serious methodological flaws but data suggest the most likely outcome is prompt dependency. *Evidence-Based Communication Assessment and Intervention, 8*, 40-48, DOI: 10.1080/17489539.2014.955260

Best Salary

According to usawage.com the top 5 highest paying cities for Speech Pathologists as of May 2015 are:

5. York-Hanover, PA
4. Nassau-Suffolk, NY
3. Redding, CA
2. Fairbanks, AK
1. Santa Fe, NM

Average salaries for these cities range from \$94,050 to \$112,020.

Reflections

“Reflect upon your present blessings – of which every man has many – not on your past misfortunes, of which all men have some.” - Charles Dickens

As the New Year begins we should take time to reflect on and review 2015. Look at what worked, what didn't, and consider doing some of the things that you never got an opportunity to complete both personally and professionally.

Personally ask yourself, “Did I spend enough time with family?” “Did I make time for friends and fun?” “Did I do some of things I have a passion for and love doing?” Then ask yourself professionally, “Did I attend workshops that I've been wanting to attend?” “Did I try new tests or materials?” “Did I grow professionally, and did I take the time to collaborate with others?”

There never seems to be enough time. However, if you never have time to grow personally and professionally then you will never get started. Make some goals today. Do the things that worked and continue to work on the things that didn't so that you won't have regrets when you reflect on your life. Here are some wise words to reflect on:

“Life can only be understood backwards; but it must be lived forwards.”
~ Soren Kierkegaard

Just Breathe

If you're feeling a little stressed and need to take a calming break, visit www.xhalr.com and breathe along slowly with this simple breathing app. After inhaling and exhaling for 60 seconds, you will most likely feel calmer and more relaxed. This app can also be used for your meditation and yoga exercises. You can choose from 3 different settings in the menu and even select a day or night theme. This is accessible on both your phone and computer.

Need to Contact Us?

Below is contact information for each of our Board Members.

Grace Medina-Chow, Co-President Workshop suggestions, newsletter article submissions, general info.	650-592-9605 wchowworld@aol.com
Julie Oeser, Co-President Newsletter advertisements, student teaching opportunities, general info.	650-592-9766 taxio@comcast.net
Robin Silk, Co-Secretary Membership, directory, newsletter workshop/luncheon registration	650-454-0729 mrlapin@pacbell.net
Marla Levy, Co-Secretary Speaker information, website	650-551-1661 marlalevy17@gmail.com
Patti Low, Treasurer Receipts for workshops, membership dues, & refunds	650-572-0145 splow5@yahoo.com
Marie Pacquet, Product Manager Resource materials	650-349-0332 mbpacquet@gmail.com



Help Wanted

If you have a job opening that you would like posted in the next SMCSLHA newsletter, or are interested in running a ½ page or full-page ad in our next issue, contact Julie Oeser at taxio@comcast.net for pricing or more information.

SMCSLHA

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