

S U M M E R / F A L L 2 0 1 6

San Mateo County Speech-Language and Hearing Association

Welcome Aboard!

Tatiana Kwon is excited to join the SMCSLHA Board as our new treasurer! She earned her B.A. in Linguistics and Psychology at UCLA, and M.S. in Speech-Language Pathology at University of the Pacific. She completed her medical internship at Alta Bates Summit Medical Center and school internship at Cipriani Elementary in Belmont-Redwood Shores School District (BRSSD). She continued on as a school-based SLP at Central Elementary in BRSSD and worked with children K-5 (plus one cute pre-schooler) with mild-to-moderate speech and language disorders, in the areas of articulation, language, pragmatics, fluency, and voice. Currently, she is serving middle school and high school students with mild-to-severe speech, language, and hearing impairments in the special education and alternative programs in South San Francisco Unified School District. She has a special place in her heart for people with aphasia. Fun fact: her mother has been a treasurer for multiple organizations; it must run in the family.



What's Going On?

Welcome back! Can you believe that fall is here already?

We have just finalized securing our first speaker and workshop date. Please mark your calendars for Friday, October 14, 2016, when we will welcome Monica Smith, Ph.D, presenting "Introduction to Executive Functions for Educators". We are looking forward to this exciting workshop and hope to see you all there.

Please let us know if you, or another SMCSLHA member is planning to retire in 2017. SMCSLHA would love to invite those retiring to be our guest(s) at our annual spring luncheon. It will give us an opportunity to honor, and show our appreciation for all the hard work and dedication you have put forth in the field of speech pathology and audiology.

If you are looking for past newsletters, please visit our website at www.smcslha.org.



SMCSLHA Membership

As we begin another year, it is time once again to renew your SMCSLHA membership. Unlike ASHA or CSHA whose membership begins in January, SMCSLHA's membership runs from September through August. It is important that your membership is current with us if you wish to attend any of our workshops at the member price. Please take a moment to fill out the membership form included with this newsletter and mail it back to us as soon as possible. *If you should have any questions regarding your membership status, please contact Robin Silk via email at mrlapin@pacbell.net.*

Goodbye to SMCSLHA

“The only way to make sense of change is to plunge into it, move with it and join the dance.”

These wise words from Alan Watts best describes my involvement with SMCSLHA all these many years. Sixteen plus years ago I joined the SMCSLHA Board in an effort to make changes, and to help support this organization and our profession. Without knowing much about the organization, I dove whole-heartedly into the positions of Vice President and then Co-President. I also became a longtime member of the CSHA advisory board where I represented SMCSLHA.

Thank you SMCSLHA Board and members for your endless support, dedication, and commitment through the years. During my time on the board, I have always striven for change, encouraged SMCSLHA members to step up and get involved in our profession, and supported the field of speech pathology and audiology. I continue to encourage others to “join the dance” by finding the right dance floor in which to get involved. SMCSLHA has provided me an invaluable opportunity to grow both personally and professionally and it has afforded me the privilege of getting to know so many wonderful people through my involvement. That being said, the time has come for me to make a change. While I will miss my involvement as a board member, I eagerly look forward to the new changes and new opportunities that lie ahead for me. I have had a marvelous time as Co-President working with the SMCSLHA Board and members over the years. Who wouldn’t love “dancing with all you stars?”

“Dancing is very much like life, you do whatever makes you feel good. Some people will stare, and some people will laugh, but it’s all about enjoying the moment and every step you take.” ~Embellished Minds

Grace Medina-Chow

It is with bittersweet feelings that I am saying goodbye to SMCSLHA after more than 17 years on the board. I have enjoyed being the treasurer for this organization, and working with a great team of talented professionals. My position of Treasurer will be taken over by the very capable Tatiana Kwon. I know she will enjoy the position as much as I have.

I will soon be a grandmother for the second time and will be spending more time in southern California with my daughter, son-in-law, and their two children.

Thank you for all the wonderful years with SMCSLHA and the Board.

Patti Low

Need to Contact Us?

Below is contact information for each of our Board Members.

| | |
|--|--|
| Julie Oeser, President | 650-592-9766 |
| Workshop suggestions, newsletter advertisements, student teaching opportunities, general info. | taxio@comcast.net |
| Robin Silk, Co-Secretary | 650-454-0729 |
| Membership, directory, newsletter, workshop/luncheon registration, website | msslapi@pacbell.net |
| Marla Levy, Co-Secretary | 650-551-1661 |
| Speaker information, workshop flyers | marlalevy17@gmail.com |
| Tatiana Kwon, Treasurer | 408-891-2385 |
| Receipts for workshops, membership dues, & refunds | tatikwon@gmail.com |
| Marie Pacquet, Product Manager | 650-349-0332 |
| Resource materials library | mbpacquet@gmail.com |

**CSHA District 4 Advisory Committee
Legislative Report for June 1, 2016**

By

Ann England Legislative Liaison

Note: The following is a report by the California Senate Committee on Budget and Fiscal Review that describes how the allocation of \$30 million dollars will go to **Scale Up MTSS Statewide** initiative (SUMS). This information will affect SLPs (among others) in a myriad of ways. For example, one message is that this money will be used to develop "high-quality, differentiated classroom instruction so that all students receive high-quality, standards based (with a focus on common core state standards), culturally-and linguistically-relevant instruction in their general education classroom settings..." Since SLPs are a related service they will play an integral role.

California Senate Committee on Budget and Fiscal Review

May 5, 2016

Issue 11: Multi-Tiered Systems of Support

Panel: Mollie Quasebarth, Department of Finance Ryan Anderson, Legislative Analyst's Office Debra Brown, Department of Education Christine Olmstead, Associate Superintendent, Orange County Department of Education

Background: According to the CDE, the Multi-Tiered Systems of Support (MTSS) is an integrated, comprehensive framework that focuses on common core state standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. The CDE goes on to describe key aspects of MTSS frameworks as:

1. High-quality, differentiated classroom instruction. All students receive high-quality, standards based (with a focus on common core state standards), culturally-and linguistically-relevant instruction in their general education classroom settings by highly qualified teachers, who have high academic and behavioral expectations.
2. Systemic and sustainable change. MTSS principles promote continuous improvement processes at all levels of the system (district, school site, and grade/course levels).
3. Integrated data system. District and site staff collaborate to create an integrated data collection system that includes assessments such as state tests, universal screening, diagnostics, progress monitoring, and teacher observations at the site to inform decisions about tiered support placement, as well as data collection methods such as parent surveys for continuous systemic improvement.
4. Positive behavioral support. District and school staff collaboratively select and implement school-wide, classroom, and research-based positive behavioral supports for achieving important social and learning outcomes.

In the 2015-16 Budget Act, \$10 million in one-time Proposition 98 funding was provided to the Superintendent of Public Instruction to contract with one or two county offices of education, applying jointly, to provide technical assistance and to develop and disseminate statewide resources to encourage and assist LEA's establishing data-driven systems of learning and behavioral supports to meet the needs of all students.

Pursuant to direction in statute, the SPI put out a request for applications for a grant for Developing, Aligning, and Improving Systems of Academic and Behavioral Supports for statewide development and scaling up of a MTSS framework.

In April, 2016, the SPI, with the concurrence of the executive director of the State Board of Education, awarded the grant to the Orange County Department of Education (OCDE).

Under the OCDE, **the project has been named the California Scale Up MTSS Statewide Initiative (SUMS)**. OCDE is also partnering with the Schoolwide Integrated Framework for Transformation Center (**SWIFT Center**), a technical assistance consortium based at the University of Kansas, and **Butte County Office of Education (COE) to develop a scalable model that integrates evidence-based support within a MTSS framework, focusing on student's academic, behavioral, and social-emotional needs**. The SWIFT center has experience establishing MTSS in five states and their program will provide the basis for the SUMS initiative professional learning work. Butte COE will support the design, management, and editing of the SUMS initiative website and provide insight on the unique needs of small, and rural LEAs.

Under the SUMS initiative, the **OCDE will provide a tiered, trainer-of-trainers infrastructure**, based on the SWIFT framework that includes:

- **A state leadership team of experts from the CDE, OCDE, Butte COE, and the SWIFT Center.**
- **Eleven regional transformation teams based on the California County Superintendents Educational Services Association (CCSESA) regions.** Each team will contain a regional lead supported by a team of regional trainers who will complete the professional learning series and bring expertise back to their region.
- **Within each of the 57 counties, will be a county transformation team led by a COE trainer and LEA leads** (from subgrantees).
- LEA implementation teams that include LEA leadership and stakeholders. Support of the teams will be provided by OCDE and the SWIFT center. OCDE will provide \$2.5 million (of the \$10 million grant) in subgrants to LEAs to develop, align, or enhance evidence-based supports within an MTSS framework. On an annual basis, until all grant funds are expended, the grantee, OCDE, is required to submit a report by September 30, detailing the use of the funds in each year.

Governor's Budget Proposal: The Governor proposes to provide \$30 million in one-time Proposition 98 funding to support MTSS, in addition to the funding provided last year.

Suggested Questions: 1) How will the additional funding be integrated with the 2015-16 funds provided? Does the state have sufficient information from the 2015-16 activities funded to justify the provision of additional resources? 2) How will the work of LEAs under the MTSS framework align with the strategies LEAs are implementing under their LCAPs, related to the eight state priorities? How does the work of OCDE support LCAPs? Subcommittee No. 1 May 5, 2016 Senate Committee on Budget and Fiscal Review 28 Staff

Recommendation: Hold issue open pending updated information at the May Revision.

Licensing Update ~ Patti Solomon-Rice

Highlights of the August 11-12, 2016 Licensing Board Meeting in Sacramento

Update on Speech-Language Pathology Service Credential/Variable Term Waiver - New requirements for the SLP Service Credential Variable Term Waiver (SLPSC VTW) offered through the CA CTC became effective in 2014 through the combined efforts of the CTC, SLPADADB, CSHA and other interested parties. The requirements included completing a bachelor's degree with a major in Communicative Disorders or having a teaching credential, maintaining a 3.0 GPA at the undergraduate level, showing evidence of applying to and meeting the minimum requirements for applying to a Communicative Disorders graduate program, and being employed as an SLPSC VTW for a maximum of 5 years. Since 2014, anecdotal evidence has emerged that some SLPSC VTW individuals are not meeting the new requirements. In particular, these individuals did not maintain an undergraduate GPA of 3.00 and as a result, while they applied to graduate programs, there was no possibility of being accepted into a graduate program. Anecdotally, these individuals are often licensed SLPAs who also completed bachelor's degrees with a major in Communicative Disorders.

Actions to resolve the issues of concern are provided in the next section of the report.

Discussion and Possible Action on Auditing the Supervision of Speech-Language Pathology Assistants - SLPAs have contacted board members expressing concern about the lack of supervision from their SLP supervisors. Discussion and public comment suggested that the SLPA application should include a signed statement by the supervising SLP that he/she assumes full responsibility for the students/clients served by the SLPA, as is required in licensing board SLPA regulations.

Additional discussion addressed anecdotal evidence that some SLPAs, who are licensed by the board, but are not credentialed by the CA Commission on Teacher Credentialing and have no credential requirements, are practicing outside of the scope of practice of 2 SLPAs in the public schools. It was reported that school administrators are not aware that there is a difference between the SLP scope of practice and the SLPA scope of practice. SLPAs holding a bachelor's degree in Communicative Disorders, but not having 3.00 GPA at the undergraduate level, are being employed by school administrators on the SLPSC VTW. As the SLPSC VTW has the same scope of practice as the SLPSC, these SLPAs, who are licensed but not credentialed, are practicing outside of their scope of practice. In response to these concerns, the SLP Practice Committee will create a "fact sheet" for school administrators explaining the differences in scopes of practice between the SLP and SLPA, and reiterating the requirements of the SLPSC VTW regarding GPAs and applying to graduate programs in Communicative Disorders. An outreach plan will be developed to educate school administrators in both areas.

Update on English Proficiency Test Requirements and Foreign-Educated Speech-Language Pathology Applicants

During the May 2016 board meeting, a table was provided to the Board comparing and contrasting the English proficiency test requirements for selected healing arts boards in the Department of Consumer Affairs. The Physical Therapy Board was the only board that had regulations under review to require completion of the TOEFL, or other Board-approved English proficiency tests, with a minimum cut-off score requirement. Board legal counsel was directed to obtain additional information about federal English proficiency test regulations for foreign educated individuals in selected healing arts professions for the August board meeting. Legal counsel reported that federal regulations allowed for English proficiency testing in the healing arts professions for those educated in foreign countries with the exception of the English-speaking countries of Australia, Canada (except Quebec), Ireland, New Zealand, and the United Kingdom. To add English proficiency requirements, the board will first need to obtain a statutory change from the CA legislature to give authority to create new regulations. Regulations will then be created stating the English proficiency test requirements and will go through the regulatory process. The Executive Officer of the PT Board will be invited to the next Sacramento-based board meeting. If the board approves a statute change to require English proficiency testing, this will be included in the recommendations of the December 2016 SLPADADB Sunset Review.

Update by Executive Officer

Executive Office Paul Sanchez reported:

- The board was successful in gaining an additional position through the state budget process and recruiting is underway. One permanently funded licensing analyst will be added with a primary responsibility for processing licensing applications.
- The peak period for processing licensing applications is in process. It is currently taking two-three weeks to review applications submitted by speech-language pathology applicants versus six to seven weeks one year ago. The Board staff is to be commended for these significant improvements in processing times with a decrease of more than 50% during the past year.

Calling All Members...It's Renewal Time

As we are beginning a new year, it is time once again to renew your SMCSLHA membership. Membership dues are \$35 for 1 year (\$20 for current students). With membership you will receive a copy of our Membership directory (available in January 2017), newsletters and workshop flyers, not to mention great prices on our workshops and annual luncheon. **Please note that your membership must be current in order for you to attend workshops at the member price.**

We are working hard to increase our membership this year. We wish to do this so that we can ensure that we are able to continue to offer high quality workshops and speakers as well as to provide current resource materials for members to borrow (videos/books). So, please encourage your friends and colleagues to join SMCSLHA.

Please renew your membership by October 31, 2016, to ensure that you will be listed in our Membership Directory and continue to receive our newsletters and workshop flyers.

SMCSLHA
MEMBERSHIP FORM
September 2016 - August 2017

Name _____

Address _____

City _____ Zip Code _____

Home Number _____ Email _____

Workplace _____ Work Number _____

Membership Type (check one)

- () \$35 Regular Member
() \$20 Full-time Student

Going Green Newsletter Option

- () I prefer to receive SMCSLHA Newsletters, and workshop flyers by email.
(Make sure email address is provided.)

Please detach form and return with a check to:

***SMCSLHA c/o Robin Silk
108 Arundel Road, San Carlos, CA 94070***

Consider our "Going Green" option. Have our newsletters and workshop flyers emailed to you. You receive information sooner and will be helping to cut down on excess paper usage and mailing costs.

Dear Parent: About THAT kid...

BY MISS NIGHT ON 10 NOVEMBER, 2014

Dear Parent:

I know. You're worried. Every day, your child comes home with a story about THAT kid. The one who is always hitting shoving pinching scratching maybe even biting other children. The one who always has to hold my hand in the hallway. The one who has a special spot at the carpet, and sometimes sits on a chair rather than the floor. The one who had to leave the block centre because blocks are not for throwing. The one who climbed over the playground fence right exactly as I was telling her to stop. The one who poured his neighbour's milk onto the floor in a fit of anger. On purpose. While I was watching. And then, when I asked him to clean it up, emptied the ENTIRE paper towel dispenser. On purpose. While I was watching. The one who dropped the REAL ACTUAL F-word in gym class.

You're worried that THAT child is detracting from your child's learning experience. You're worried that he takes up too much of my time and energy, and that your child won't get his fair share. You're worried that she is really going to hurt someone some day. You're worried that "someone" might be your child. You're worried that your child is going to start using aggression to get what she wants. You're worried your child is going to fall behind academically because I might not notice that he is struggling to hold a pencil. I know.

Your child, this year, in this classroom, at this age, is not THAT child. Your child is not perfect, but she generally follows rules. He is able to share toys peaceably. She does not throw furniture. He raises his hand to speak. She works when it is time to work, and plays when it is time to play. He can be trusted to go straight to the bathroom and straight back again with no shenanigans. She thinks that the S-word is "stupid" and the C-word is "crap." I know.

I know, and I am worried, too.

You see, I worry all the time. About ALL of them. I worry about your child's pencil grip, and another child's letter sounds, and that little tiny one's shyness, and that other one's chronically empty lunchbox. I worry that Gavin's coat is not warm enough, and that Talitha's dad yells at her for printing the letter B backwards. Most of my car rides and showers are consumed with the worrying.

But I know, you want to talk about THAT child. Because Talitha's backward Bs are not going to give your child a black eye.

I want to talk about THAT child, too, but there are so many things I can't tell you.

I can't tell you that she was adopted from an orphanage at 18 months.

I can't tell you that he is on an elimination diet for possible food allergies, and that he is therefore hungry ALL. THE. TIME.

I can't tell you that her parents are in the middle of a horrendous divorce, and she has been staying with her grandma.
I can't tell you that I'm starting to worry that grandma drinks...

I can't tell you that his asthma medication makes him agitated.

I can't tell you that her mom is a single parent, and so she (the child) is at school from the moment before-care opens, until the moment after-care closes, and then the drive between home and school takes 40 minutes, and so she (the child) is getting less sleep than most adults.

I can't tell you that he has been a witness to domestic violence.

That's okay, you say. You understand I can't share personal or family information. You just want to know what I am DOING about That Child's behaviour.

I would love to tell you. But I can't.

I can't tell you that she receives speech-language services, that an assessment showed a severe language delay, and that the therapist feels the aggression is linked to frustration about being unable to communicate.

I can't tell you that I meet with his parents EVERY week, and that both of them usually cry at those meetings.

I can't tell you that the child and I have a secret hand signal to tell me when she needs to sit by herself for a while.

I can't tell you that he spends rest time curled in my lap because "it makes me feel better to hear your heart, Teacher."

I can't tell you that I have been meticulously tracking her aggressive incidents for 3 months, and that she has dropped from 5 incidents a day, to 5 incidents a week.

I can't tell you that the school secretary has agreed that I can send him to the office to "help" when I can tell he needs a change of scenery.

I can't tell you that I have stood up in a staff meeting and, with tears in my eyes, BEGGED my colleagues to keep an extra close eye on her, to be kind to her even when they are frustrated that she just punched someone AGAIN, and this time, RIGHT IN FRONT OF A TEACHER.

The thing is, there are SO MANY THINGS I can't tell you about That Child. I can't even tell you the good stuff.

I can't tell you that his classroom job is to water the plants, and that he cried with heartbreak when one of the plants died over winter break.

I can't tell you that she kisses her baby sister goodbye every morning, and whispers "You are my sunshine" before mom pushes the stroller away.

I can't tell you that he knows more about thunderstorms than most meteorologists.

I can't tell you that she often asks to help sharpen the pencils during playtime.

I can't tell you that she strokes her best friend's hair at rest time.

I can't tell you that when a classmate is crying, he rushes over with his favourite stuffy from the story corner.

The thing is, dear parent, that I can only talk to you about YOUR child. So, what I can tell you is this:

If ever, at any point, YOUR child, or any of your children, becomes THAT child...

I will not share your personal family business with other parents in the classroom.

I will communicate with you frequently, clearly, and kindly.

I will make sure there are tissues nearby at all our meetings, and if you let me, I will hold your hand when you cry.

I will advocate for your child and family to receive the highest quality of specialist services, and I will cooperate with those professionals to the fullest possible extent.

I will make sure your child gets extra love and affection when she needs it most.

I will be a voice for your child in our school community.

I will, no matter what happens, continue to look for, and to find, the good, amazing, special, and wonderful things about your child.

I will remind him and YOU of those good amazing special wonderful things, over and over again.

And when another parent comes to me, with concerns about YOUR child...

I will tell them all of this, all over again.

With so much love;

Teacher.

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

c/o Robin Silk
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