

S P R I N G 2 0 1 4

SMCSLHA

San Mateo County Speech-Language-Hearing Association



What's Going On?

It is the year of the horse and SMCSLHA is very excited to be able to bring back its end of the year luncheon and workshop. We will be featuring Ann England who will be speaking on the topic of "Common Core State Standards Are Coming Soon to a School District Near You! - How the SLP and Teacher Can Work Together to Ensure Success for the Student with Language and Communication Problems." Mark your calendars for Friday, May 9, 2014. For more detailed information, please see the flyer.

Last year we were unable to host our annual luncheon to honor Michele Katz. However, SMCSLHA did send her a few gift cards to celebrate her retirement and to acknowledge her many years of service. In addition to celebrating Michele's retirement, we will also have the opportunity to honor Dyanne Krasow this year. We would like to extend a SMCSLHA invitation to both of these wonderful professionals to be our guests at our annual luncheon on May 9, 2014, so that we may acknowledge their dedication to the fields of speech language pathology and education.

If you know of any SMCSLHA member retiring this year please let us know as soon as possible so that we can honor them at our luncheon.

Please contact Robin Silk at mrlapin@pacbell.net regarding registration for the luncheon and to provide any retiree information for 2014.

We are on the web!!!
Visit us at:

www.smcslha.org

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Upcoming Events:

*SMCSLHA Luncheon
May 9, 2014*

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Update:

Due to unforeseeable
circumstances, we have

Upcoming Conference & Event Information

- **May 9, 2014 – SMCSLHA Luncheon and Workshop** – “*Common Core State Standards Are Coming Soon to a School District Near You! - How the SLP and Teacher Can Work Together to Ensure Success for the Student with Language and Communication Problems*” Presented by Ann England - Hobe's Restaurant, Belmont, CA. For more information, contact Robin Silk at msslavin@pacbell.net

For information about workshops sponsored by The Morgan Center, visit their website at www.morgancenter.org.

For information about conferences/workshops sponsored by the San Mateo County Office of Education, please visit their website at www.smcoe.k12.ca.us.

For information about CSHA's calendar of upcoming events, visit their website at www.csha.org

Making Community Connections

SMCSLHA continues to make its community connections by donating to organizations that support those with speech and language needs.

This year, SMCSLHA has again donated to **SmileTrain**. Their mission is to provide a child born with a cleft the same opportunities in life as a child born without a cleft. Smile Train provides free cleft surgery to hundreds of thousands of poor children in developing countries. They train doctors and medical professionals in 87 countries. SmileTrain also treats the “whole child” with comprehensive, total rehabilitative care including speech therapy, general dentistry and orthodontics.

The **Make-A-Wish Foundation** is another organization that SMCSLHA continues to support. This foundation is made up of a network of nearly 25,000 volunteers that enable the Make-A-Wish Foundation to serve children with life-threatening medical conditions.

SMCSLHA has also donated to the **Starkey Hearing Foundation** again this year. The Foundation is committed to hearing health at home and around the world, and to building better lives for those who are hearing-impaired. The Foundation has promoted hearing care awareness through the support of hearing research, education and charitable programs. The Foundation donates thousands of free hearing aids to needy individuals and children each year. SMCSLHA is proud of its' affiliation with these fine organizations through yearly donations and other philanthropic endeavors.

Spring Forward

In an article from [O. The Oprah Magazine](#) entitled “Lying Low” by Martha Beck, she writes about the peaks and valleys of life, and the cycle of life's ups and downs. In the article she discusses that in life when we find things are falling apart, we want to do something to fix it, however we are uncertain about what to do. “We live in an up-and-down, ebb-and-flow universe, yet we'd much rather flow than ebb when we find ourselves in the troughs between the peaks of life.” Some people panic while others just become resistant as challenges surface and things begin to fall apart. Beck suggests engaging in the “gentle art of surviving” during the “in-between-place”. Following are steps for surviving during these times:

- **Step one: Relax into the Valley** - Beck suggests “If you are going into a valley, do what you did as a small kid on the big shiny playground slide: Let go and ride it down. Accept that what's happening is happening. Then implement step two.”
- **Step two: Fear No Evil** - Psychologists have found that humans cannot experience fear and appreciation simultaneously. This is why Beck says it's “helpful to make a list of things that give you comfort, support and hope. As things become worse and grow, continue to lengthen your list.” Beck says soon “you'll notice there are wonderful things to be found in the valleys between your so-called peak experience.”
- **Step three: Get the Message** - “Whatever is out there is not trying to ruin our lives. It's trying to save them.” according to Beck. She states, “Natural ebbs in the darkness between days, the emptiness between full-ups, the fallow time between growing seasons, are the necessary complements of upbeat.” She goes on to say, “If you listen at your life's low points, you'll hear it. It's just one simple, blessed word. *Rest*”
- **Step four: Rest Like You Mean It** - If you find yourself pushing forward against the grain, the most productive and proactive thing you can do is nothing. Beck concludes, “Nature is turning you inward, to aim power through peace, rather than outward to gain power through activity.”

Did You Know?

SMCSLHA offers three full-day workshops during the year with well-known local and international speakers. SMCSLHA members can earn 6 continuing education hours per workshop, which go toward renewing both state license and ASHA Certification. All this at the unbelievable price of \$85!! **Remember, only 6 of your continuing education hours can be earned from on-line coursework.**

Licensing Requirements - From the Department of Consumer Affairs Speech-Language Pathology & Audiology & Hearing Aide Dispensers Board website, the following requirements are necessary for renewal of one's license as an audiologist or speech-language pathologist:

“Audiologists and Speech-Language Pathologists – *renews bi-annually*. 24 hours of Continuing Professional Development (CPD) is required for each renewal period. (*Limited to 6 hours in self-study; no more than 4 hours in related courses and/or indirect client care.*) Courses should be directly relevant to speech-language pathology or audiology, and/or should be related to direct or indirect care.

- **Self-study** – coursework that you take independently of a classroom setting. This includes viewing of videotapes, listening to audiotapes, and electronic courses which are non-participatory. (*On-line interactive courses are not deemed self-study*).
- **Related courses** – Cover topics such as social interaction, cultural and linguistic diversity as it applies to service delivery for diverse populations, professional service delivery models, interdisciplinary case management issues, or medical pathologies related to neurological disorders that also result in communication difficulties.
- **Indirect client care** – Cover legal or ethical issues, consultation, record keeping, office management, managed care issues, research obligations, and technological applications related to assessment/diagnosis or intervention.

OR

12 hours if you have been licensed for less than two years.

An initial licensee can earn 2 hours in self-study and 2 hours related to the discipline of speech-language pathology, audiology or indirect care.

OR

32 hours if you hold both a speech-language pathology and audiology license (16 hours for each license).

No more than 2.5 hours in self-study

No more than 2.5 hours in related or in indirect care.

NOTE: If you do not complete the CPD by your license expiration date, you must cease practice. You may choose to place your license on inactive status but you must still pay the full renewal fee. To return your license status back to active status you must provide proof of completing 24 CPD hours.”

ASHA Certification Maintenance - ASHA also requires certificate maintenance hours of professional development to maintain your ASHA Certification of Clinical Competence. Per the ASHA website, “The ASHA Certification Maintenance Standards require that all certificate holders (CCC-A & CCC-SLP) must accumulate 30 (Certificate Maintenance Hours (CMHs) of professional development during each 3-year certification maintenance interval in order to maintain their ASHA Certification of Clinical Competence (CCC).

The ASHA Clinical Certification Standards define professional development as an instructional activity

- where the certificate holder is the learner;
- that is related to the science or contemporary practice of speech-language pathology, audiology, or the speech/language/hearing sciences;
- that results in the acquisition of new knowledge and skills, or the enhancement of current knowledge and skills necessary for independent practice in any practice setting and area of practice;
- where the certificate holder is responsible for determining that the professional development activity is appropriate, relevant, and meaningful to any practice setting and area of practice;
- in which the certificate holder's attendance can be documented by a third party such as an employer, educational institution, or sponsoring organization.

Your professional development should reflect your selection of acceptable activities and be documented using reporting units called Certification Maintenance Hours (CMHs).

Submitting Certification Maintenance Compliance Forms - All Certificate holders must submit a Certification Maintenance Compliance Form to verify completion of the certification maintenance requirement. This is due **on or before December 31** of the year your interval is completed, but may be submitted at any time within your 3-year maintenance interval after the hours have been accumulated.

Three-Year Certification Maintenance Intervals - Every certificate holder is assigned a 3-year Certification Maintenance Interval. All professional development hours must be completed within this time period. Maintaining Certification is an ongoing process and once the interval ends, a new interval is assigned.”

Visit the ASHA website to find out when your three-year interval begins. You can also find information on exemptions, and frequently asked questions.

Common Core and the SLP

In a presentation by Ukrainetz on the Contextualized Treatment and the Common Core, the presenter emphasized that SLPs are not teaching the Common Core Standards, but working on the language and cognitive underpinnings of the standards. As therapists, and not teachers, we provide our students with strategies in order to access the new Common Core.

Ukrainetz further explains that SLP plans can include skills (and strategies) for understanding, producing and evaluating using persuasion and/or explanation to convey information and experience. Students will need to become independent learners who will be self-directed and self-advocates. They will need to know how to ask questions, request clarification and seek out resources.

Oral narrative language intervention is a rich treatment option from kindergarten and beyond. An example provided by Ukrainetz:

Kindergartners to tell a story in time order

Second graders to give details of actions, thoughts and feelings in their narratives

Fourth graders to effectively transmit subtleties of narrative events

And beyond... comprehend and analyze the structure of literary texts and recounting experiences giving well-chosen details and well-structured event sequences.

Remember our role according to California Special Education Code is to work on verbal language. See below.

Article 2.5. Eligibility Criteria for Special Education and Related Services on the Basis of Language and Speech Disorder or Specific Learning Disabilities

56333. A pupil shall be assessed as having a language or speech disorder which makes him or her eligible for special education and related services when he or she demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services. In order to be eligible for special education and related services, difficulty in understanding or using spoken language shall be assessed by a language, speech, and hearing specialist who determines that such difficulty results from any of the following disorders:

(a) Articulation disorders, such that the pupil's production of speech significantly interferes with communication and attracts adverse attention.

(b) Abnormal voice, characterized by persistent, defective voice quality, pitch, or loudness. An appropriate medical examination shall be conducted, where appropriate.

(c) Fluency difficulties which result in an abnormal flow of verbal expression to such a degree that these difficulties adversely affect communication between the pupil and listener.

(d) Inappropriate or inadequate acquisition, comprehension, or expression of spoken language such that the pupil's language performance level is found to be significantly below the language performance level of his or her peers.

(e) Hearing loss which results in a language or speech disorder and significantly affects educational performance.

DYANNE KRASOW

I began my career in 1980 working for Santa Clara County Schools. After my CFY year I took a job working for the California-Hawaii Elks Major Project, visiting children aged 3-21 in their homes from San Francisco to Gilroy, out to Livermore and towns in between. I loved this job and found it rewarding to work directly with parents in their children's remediation.

After having my second child, I decided to work closer to home. So, I took a job with San Mateo/Foster City School District, working at Highlands, Park, Turnbull, and Fiesta Gardens. After working for the district for five years, I became an independent contractor for Associated Learning and Language Specialists. I worked in Redwood City schools, including John Gill, Hawes, Fair Oaks, Garfield and Hoover.

When my youngest (third child) graduated from high school, I felt like I needed a change. I then began to work through Golden Gate Regional Center visiting children aged 1-3 in their homes. So, back in the homes and really feeling like I was making a difference with children who were not speaking at all.

I decided to retire in 2013 due to health issues. Now, I get to use my speech and language skills with my granddaughter, Beatrice. I get to visit with her often and I look forward to more time going to parks, sewing for her, and visiting new places with my husband.

I have loved my career. I am still in touch with many of my work families. It was the perfect career for me as it allowed me time to do what I liked to do, as well as be there for my family.

Highway to Help Update

It has been a year since **Highway to Help ("H2H")** was established as a discussion group for local SLPs to exchange ideas and concerns, and discuss relevant issues. SMCSLHA has always been committed to making community connections and we are leading the way in supporting our local community of SLPs! SMCSLHA board members, Grace Medina-Chow and Patti Low have coordinated and supported H2H over the past year. H2H is a small group of approximately 8-12 therapists that meet at the SMCOE every 2-3 months to discuss such things as testing questions, issues with caseloads, as well as to share ideas with each other. We as professionals can become isolated in our jobs and have limited time to collaborate with others. SLPs have few opportunities to meet and just "talk shop." Thank you to those SLPs who have committed their time to participating in H2H by connecting with the SLPs in our community and by keeping H2H going through this past year!

Come share your concerns and ideas at H2H and give yourself some much-needed connection!

Need to Contact Us?

Below is contact information for each of our Board Members.

Grace Medina-Chow, Co-President 650-592-9605
Workshop suggestions, newsletter
article submissions, general info. wchowworld@aol.com

Julie Oeser, Co-President 650-592-9766
Newsletter advertisements,
student teaching opportunities, general
info. taxio@comcast.net

Robin Silk, Co-Secretary 650-454-0729
Membership, directory, newsletter
newsletter, workshop registration msslavin@pacbell.net

Jessica Olive, Co-Secretary 805-704-2761
Speaker info, SMCSLHA website jessica.l.olive@gmail.com

Patti Low, Treasurer 650-572-0145
Receipts for workshops,
membership dues, & refunds splow5@yahoo.com

Marie Pacquet, Product Manager 650-349-0332
Resource materials mbpacquet@gmail.com

Out of the Mouths of Babes...

While listening to the radio recently, I heard this heartwarming story of a nine-year-old's idea for recess. Second-grader Christian Bucks from York, Pennsylvania knew that some of his peers had a difficult time at recess because they didn't have anyone to play with. Christian came up with a wonderful idea to help his classmates at Roundtown Elementary School. Christian reported he had seen the idea for a "buddy bench" in a brochure for a school in Germany. He presented the idea to his principal, Matthew Miller, who immediately put his idea in place. When kids sit on the bench at recess peers will invite the kids on the bench to play, talk, or encourage them to join others. The bench buddy is a designated seating area where students who are feeling lonely or upset can seek the companionship of their peers. Christian reported he hopes the bench will help "grow our dream circle of friends".

This is a great idea to help kids learn about compassion and caring and to empower kids to help each other and build community. Maybe we could pitch this same idea in our schools and pass this act

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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