

# SWOSHA Newsletter

Southwestern Ohio Speech, Language & Hearing Association

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November , 2007

## President's Message 2007-2008

Dear Colleagues:

Thanksgiving is on its way and I would like to start this newsletter by thanking Sally Demmler for her wonderful leadership last year! Among many things Sally has contributed, she has setup our fall workshop with Nancy Kaufman. She used her persuasive bargaining skills to get all SWOSHA members a considerable price reduction. I hope that many of you have already signed up as this should be an excellent training. Thank you for all that you do for SWOSHA!

I would also like to thank Executive Council and all committee members for volunteering their time to make SWOSHA the wonderful organization that it is. This spring we are gearing up to get local speech-language pathologists and audiologists together to network with one another and provide an opportunity for mentoring. We have also decided to donate \$2000 to the Fluency Friday project since past funding was received through a grant that was not renewed. This project is so important since it enables children and teenagers are able to meet with one another to discuss fluency problems while at the same time learning strategies to make their speech better.

Please visit our website at [www.swosha.org](http://www.swosha.org). If you would like to help or have suggestions for items to include on the website, please e-mail or call me!

If you are interested in working on a project group or committee, please call me. New ideas are always welcome! I look forward to seeing you at the fall meeting!

Sincerely,  
Annette Cosgrove, President

## Mark your Calendar



**SWOSHA's Winter Workshop**  
**The Kaufman Early Intervention**  
**Program: Children with Apraxia of**  
**Speech.** Learn techniques that will produce expedient and significant gains in children with Apraxia of speech.

**By Nancy Kaufman**

**Save \$90 by being a SWOSHA Member**

December 14<sup>th</sup>, 2007  
Receptions Banquet, Fairfield, OH

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## New Draft Operating Standards for Ohio's Schools

### What's New in the Legislature?

On May 1, 2007 the Ohio House passed HB 119 for the biennial budget for fiscal years 2008-09. This bill included Medicaid eligibility expansions for children up to 300% of poverty. Additional funding is also provided for early childhood learning programs. It also included a special education voucher program, which would offer a limited number of vouchers for pupils with disabilities to attend private schools or public schools outside their districts. Any student with an IEP would be eligible for the program, however the total number of special education vouchers would be capped at 3% of the states approximately 200,000 disabled pupils. The value of the vouchers would be lesser of either the school's fees, or the per-pupil amount specified by the state funding formula along with the special education weighted funding amount. The bill now has moved to the Senate, who could make changes. Outside the budget process Speech and language representatives testified in favor on SB 143. This bill is the legislation to create a limited SLP student permit as a means by which to address the SLP shortage in the public schools. We will have to keep an eye on the progress of these bills. For a current list of bills go to: <http://www.ohioslha.org/Advocacy/Advocacy-4-Legislation.htm>

Excerpted from: *Communication Matters*, Ohio Speech Language Hearing Association Vol. 35 No.7 June 2007

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires states to adopt rules in support of this act. Ohio's Office for Exceptional Children has proposed some changes to the Operating Standards for Ohio's School Serving Children with Disabilities to more closely align with this federal act. The draft proposed rules can be found at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=967&ContentID=28143&Content=28357> .

The hope is that these new standards will be released in a final version next spring. Stay tuned.

### THANK YOU TO SCHOLARSHIP DONERS

We have already received \$240 in donations for scholarship with member renewals. A big thank you is extended to:

Kathleen Braverman  
 Carnie Sotto  
 Phyllis Breen  
 Janet Coleman  
 Laura and Richard Kretschmer  
 Jennifer Brown  
 Lesley Fette  
 Kelly Montchai  
 Margie Kessel  
 Patt Zurlinden  
 Molly Polasky  
 Nancy Fluharty  
 Carolyn Rudolph  
 Beth D'Amico  
 Susan Givler  
 Sarah Focke  
 UC NSSLHA



**Curriculum Based Measurement with Writing**

Are you looking for ways to show progress in writing? Curriculum Based Measurement can be used for progress monitoring on students in all academic areas. CBM writing samples can be used at all grade levels to track progress in the area of writing. Lesley Fette and I (school SLP's who work for HCESC in Southwest) use this to track progress at the elementary, Jr. high, and high school levels. We distribute a notebook to each student, both our speech and language students, as well as to students in the classes where we do "Language in the Classroom". We will have the students write a sample in their notebook one or two times a month. We will collect these notebooks and score their samples. Teachers will assist in the grading of the other students who are not qualified on our caseload. This gives us, the teachers, and parents concrete evidence of a child's progress throughout the school year and it is all organized in a notebook. CBM writing samples are easy to collect and can be scored in various ways. Here is an example of how an SLP could use CBM in writing:

1. The SLP asks the classroom teacher to select a story starter for the class to write about that is grade level appropriate and offers open ended writing (avoid lists).
2. The students are given the direction that they will be receiving a starter sentence that they will be writing about.
3. Give the students one minute to think about what they will be writing and then a designated amount of time to write on the topic (3-5 min.).
4. Monitor the students as they are writing and if they stop writing during the designated time period, encourage them to continue to write until the time has ended.

**Scoring the Sample**

The writing sample can be scored in a variety of ways including:

1. Number of words written during a specified amount of time

Mom went to the stor today to buy some ornges,	10
graps and apples. The cost of the grosheries was	9
three dollars and fifty cents. Then she took the	9
grosheris home and put them in the refrigerator.	8
the next day I looked in the refrigerator and all of	11
the fruit was gone. my brother took them all to his	11
room	1
Total Words	59

This can be useful if the team wants to look at the speed the student has in putting words on paper, but does not look at accuracy, punctuation or any other writing conventions such as fluid thoughts.

2. Number of words spelled correctly

Mom went to the stor today to buy some ornges,	8
graps and apples. The cost of the grosheries was	7
three dollars and fifty cents. Then she took the	8
grosheris home and put them in the refrigerator.	7
the next day I looked in the refrigerator and all of	10
the fruit was gone. my brother took them all to his	11
room	1
Total Words	52

This can be used to look at the student's ability to spell, and if they have internalized the rules of spelling.

3. Number of writing units that are written in the correct order:

^Mom^went^to^the^stor today^to^buy^some ornges,^	9
graps and^apples.^The^cost^of^the^grosheries was^	8
three^dollars^and^fifty^cents.^Then^she^took^the^	10
grosheris home^and^put^them^in^the^refrigerator.^	7
the^next^day^I^looked^in^the^refrigerater^and^all^of^	11
the^frut^was^gone.^my^brother^took^them^all^to^his^	11
room	0
Total Words	56

This can be used to look at the overall written language

skills of the student. The SLP can look at semantics and syntax and all the mechanics of written language. The evaluator looks at each pair of words to see if they belong together in the sentence. A carat (point) is given when both words are used correctly (spelling, capitalization, syntax, punctuation, etc). On the above example, credit was given for the pair of words that were correct in the area of spelling, semantics and syntax. The student was given credit for punctuation and capitalization as well.

The information that can be gathered will assist the educational team to make decisions on students that may need more assistance with written language. The scores of all students can be collected and the SLP and teacher can determine the students that may need some extra intervention.

By doing the CBM on all of the students, the SLP and teacher are able to compare results of struggling students with peers. The information could also be used to develop individual intervention programs for the students that struggled in any of the areas. Information gathered can be used as a baseline and the progress can be measured throughout the intervention process.

Resource: Information gathered from: *HCESC's Speaking of Language, Spring 2007 Issue*

If you have any questions please feel free to contact me at [Jenifer.Johnson@hcesc.org](mailto:Jenifer.Johnson@hcesc.org)  
 Jenifer Johnson  
 School Affairs

## SWOSHA Continuing Education

This year was a successful year for continuing education. We helped UC sponsor Wayne Secord to raise money for the Katie Haumesser Scholarship in September. In December, we had Barbara Bloomfield speak on "Doing What Counts" for students with autism spectrum disorder. Many of her ideas also apply to others as well. She had quite an adventure getting here, but we learned so much from her. In April, we coordinated with the mentoring committee for our spring meeting at Montgomery Inn. Students from UC and Miami attended for an opportunity to network with established professionals. The SWOSHA scholarships were also presented at that meeting.

Cindy Speakman, Director, Continuing Education  
Candy Rapping, Vice-director, Continuing Education



## SWOSHA Continuing Ed Event: AAC Basics

On May 12th, a SWOSHA-sponsored course was held at Drake Center entitled "AAC Basics: Overcome Your Fears!" The instructor was Tracy Risley, an SLP with 17 years total experience, 8 of which include a specialization in AAC practice. The 3-hour course covered language parameters relevant to AAC treatment, AAC myths and evidence, current device features, the AAC eval process, funding, and resources. We had a total of 17 in attendance, 12 of whom submitted for ASHA CEU's. Of those in attendance, 2 were students about to graduate, and one was a retired SLP just there for fun. There were another 4 registered who no-showed. Words +, Prentke Romich, and Dynavox likewise sent sales reps for vendor demonstrations. Forbes Rehab would have come but for a death in the family, and Saltillo declined but sent product information. Drake SLP staff ran support for registration, CEU processing, vendor greeting and set-up, and snacks. SLP Marilyn Baker donated pretzels from Yankee Doodle Deli. Dynavox and Prentke Romich also contributed snacks and drinks. Feedback was excellent, all 5/6 on a scale of 1-6 except for one 3 on location. The participants really liked getting to interact with the vendors and the sections that covered funding help. But for wishing we had a few more participants, we were very happy with how it went!

Submitted by: Tracy Risley

## Join SWOSHA today!

Tell your colleagues about us! Get a membership form online at [www.swosha.org](http://www.swosha.org). Only \$35 to join. We currently have 145 members. New graduates get 1 year of free membership!

## Numbers to know:

- **AAA** - 800-222-2336 [www.audiology.org](http://www.audiology.org)
- **ASHA** - 301-897-5700,800-498-2071(hotline) [www.professional.asha.org](http://www.professional.asha.org)
- **Educational Audiology Association** – 800-460-7322 [www.edaud.org](http://www.edaud.org)
- **Fluency Friday Plus** - [www.fluencyfriday.org](http://www.fluencyfriday.org)
- **Ohio Department of Education** - 877-644-6338 [www.ode.state.oh.us](http://www.ode.state.oh.us)
- **Ohio Licensure Board** - 614-466-3145 <http://slpaud.ohio.gov>
- **OSLHA Business Office** - 800-866-OSHA (6742) or 937-855-4337 [www.ohioslha.org](http://www.ohioslha.org)
- **OSSPEAC** - 888-258-1032 [www.osspeac.org](http://www.osspeac.org)
- **SERRC** - 563-0045 [www.swoserrc.org](http://www.swoserrc.org)
- **SWOSHA** [www.swosha.org](http://www.swosha.org)

## Dates to Remember

### Licensure Board Meeting Dates:

December 6, 2007

**SWOSHA Fall Workshop:** December 14, Nancy Kaufman on Apraxia – at Receptions in Fairfield

**ASHA Convention:** November 15-17, 2007  
Boston Massachusetts

**OSLHA 2008 Convention:** March 6-8, 2008  
Hilton Columbus

## SWOSHA positions for 2007-2008



- President:** Annette Cosgrove
- Past President:** Sally Demmler
- President Elect:** Jeff Stec
- Treasurer:** Molly Polasky
- Secretary:** Kirsten Keppner
- Nominations:** Judy Luebbe, Lesley Fette
- Membership:** Christina Yeager
- Director of Continuing Education:** Candy Rapping
- Vice Director of Continuing Education:** Jessica Buringrud
- Director of Professional Services:** Julie Augsburg
- Vice Director of Professional Services:** Sarah Focke
- Audiological Affairs:** Tammy Brown
- Honors:** Janet Coleman
- Hospital/Clinic:**
- Newsletter:** Deb McGraw
- OSLHA Representative:** Christina Yeager
- Private Practice:** Linda Huntress
- Scholarship:** Susan Givler
- School Affairs:** Jenifer Johnson
- Director Public Information:** Leisa Lauck
- Vice Director of Public Information:** Katie Schroth
- Better Speech and Hearing Month:** Susan Brown
- Mentorship:** Karyn Kern Lazear
- Professional Services Directory:**
- Publicity:** Teresa Clevidence
- Website:** Annette Cosgrove

Deadlines for the next newsletter: **January 15th**. Please send submissions to Deb McGraw at [debbie.mcgraw@hcesc.org](mailto:debbie.mcgraw@hcesc.org).



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