

# the KSHA Communicator

*a publication of the*  
**Kentucky Speech-Language-Hearing Association**



## In This Issue

President's Message	2
Medicaid Changes	3
Auditory Processing Intervention Activities That Score	4
Keeping My Balance As a Model Student	5
Stanley and Steckol Scholarship Recipients	6
Morphological Awareness in Vocabulary Acquisition	7
Roden and Sweeney Lead WKU in Advocacy Activities	7
Murray We're Sorry	7

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## KY Teaching Certification for SLPs: Consensus Is Uncertain

**Kelly Kleinhans, PhD**  
*KSHA VP of Higher Education*

In Kentucky, the Education Professional Standards Board (EPSB) is the governing body that issues teaching certificates and establishes the standards for teacher preparation programs. This includes the initial teaching certificate for which speech-language pathologists (SLP) have applied, Exceptional Children with Specialization in Communication Disorders. Beginning in the Fall of 2013 new regulations for the preparation of teachers set forth by EPSB in 16 KAR

5.040 began to be phased in over a two year period. The new regulations focused heavily on teacher related behaviors and do not reflect the unique role and responsibilities of SLPs in the school setting.

In the summer of 2012, representatives from the five programs in Kentucky that award master's degrees in speech-language pathology began discussing the impact of the new regulations on graduate training programs. When considering the accreditation standards set forth by the Council on Academic Accreditation in Audiology and

Speech-Language Pathology (CAA), the question arose as to whether teacher certification in Kentucky was necessary and/or desirable in a state that allows school districts to employ SLPs with a teaching certificate or a state license. The new regulations also prompted the leadership to discuss the appropriateness of credentialing SLPs as teachers. Currently EPSB does not credential audiologists, physical therapists or occupational therapists. Concerns about promotion, job security, tenure, retirement and career growth also were debated.

In October 2013, four of the institutions (Murray State University, University of Kentucky, University of Louisville and Western Kentucky University) were directed by the Executive Director of EPSB to petition the EPSB Board for the creation of a new certificate under the category of "other instructional personnel," the credential currently awarded school psychologists and social workers (a similar

*Continued pg. 2*





## Join KSHA's Advocacy Campaign

**D**uring the month of May, KSHA kicked off our *30 in 30 Campaign* for Better Hearing and Speech Month. Participation is simple. Go to the KSHA website at [www.ksha.info](http://www.ksha.info). Click on the 30 in 30 link and add your name to the list of KSHA members who are committed to do 30 minutes of advocacy and ambassadorship every 30 days for the next 12 months!

Once you take the pledge, the types of activities you can do are really up to you. We want to honor what you are doing. Every KSHA member who takes the pledge will get a 30 in 30 ribbon to wear at the 2015 KSHA Convention. Also, at Convention, we'll display a poster recognizing all members and the activities they completed during our 30 in 30 advocacy campaign.

Choose an activity that is best for you ... but please DO SOMETHING! KSHA's power is our members and our members are powerful. I ask you to join me in taking the pledge for 30 in 30 and spin those plates. I'm in. Are you?



## President's Message

**Tim Ball, MA, CCC-SLP**

This spring, KSHA President-Elect Tammy Cranfill and I had the honor of representing KSHA at the Council for State Speech-Language-Hearing Association Presidents (CSAP) meeting in Milwaukee, Wisconsin. CSAP is a wonderful event where the leadership of ASHA and state association presidents spend two busy days discussing topics of state organizations. I'm always interested to hear how other states operate their associations. This is great way to learn from others who have overcome challenges as well as those who have embraced new opportunities to strengthen their organization. Tammy and I were warmly welcomed to Milwaukee by ASHA President Dr. Elizabeth McCrea and we were anxious to learn all we could while visiting.

One of the issues that seemed to resonate with each state is the dilemma of state recognition of school based SLPs. As in Kentucky, SLPs in other states are recognized by state teacher certifications or by licensure. But, the only thing that is consistent, is the inconsistency among all states. This is an ongoing discussion throughout the country that has both educational/clinical implications for students with communication disabilities as well as employment considerations for SLPs with salary, retirement, job evaluation, etc.

Another issue that many states are currently working with is the Affordable Care Act (ACA). The ACA, which is commonly referred to as Obamacare,

is in various stages of implementation in the United States. ASHA has worked closely with lawmakers in Washington to monitor the writing of Rehabilitation and Habilitation guidelines for Speech Pathology and Audiology services. New information regarding the use of ICD-9 codes (and ICD-10 which has been delayed until October, 2015) was given to our group from Tim Nanof, ASHA's Director of Health Care Policy and Advocacy.

Once again, CSAP was inspiring for me to see all of the great things we are doing with KSHA. SLPs and Audiologists in the Commonwealth of Kentucky value and recognize the importance of our state organization. This is evidenced in the fact that we had more than 1,000 people attend our Convention in March, which was easily in the top five in the country. But, we're always trying to do more to make KSHA even better. In the coming months, plans are in the works to revise our website and include more content and highlights of members. We will also be exploring the development of a KSHA app. This is yet another tool that we can offer to connect members and each other.

As summer finally gets here after a long, cold winter, I hope everyone has chance to take some time to relax, take a deep breath, and enjoy a some much needed time off. Thanks for all you do for our profession and for the clients/students/patients that we serve.

## Teaching Certification

*Continued from pg. 1*

category for SLPs is in at least 21 other states). In May 2014 representatives from the five institutions and EPSB met to discuss the issue further; however, a consensus was not reached. At present, the four institutions cited above will continue to graduate highly qualified and effective SLPs to work in diverse

settings, just as they have been doing, but no graduates will be eligible for teacher certification as currently defined by EPSB. Eastern Kentucky University will continue to graduate SLPs eligible for teacher certification. Readers are invited to contact the author for questions or comment: [kkleinhans@murraystate.edu](mailto:kkleinhans@murraystate.edu).



# Medicaid Changes and Potential Impact on Services

Renea Sageser, MS, CCC-SLP  
KSHA's State Advocate for Reimbursement

My name is Renea Sageser and I am Kentucky's new representative to the State Advocates for Reimbursement (STAR). I own a private practice and our company is a part of a community-based program that serves clients who have all types of insurance coverage and I am happy to take on these issues and work as the representative for the state of Kentucky.

The STAR Network meets via phone once a month. There is also an ongoing email dialogue with members asking and answering questions. The Network also meets at various national conferences. ASHA has been very supportive of these Networks and will often bring in experts to update us on the issues. They also ask for our feedback. If you have any questions or comments that you would like for me to address during this monthly meeting please contact me via email ([reneas@kidtherapy.org](mailto:reneas@kidtherapy.org)) prior to the third Wednesday of the month. There are many critical issues playing out.

ASHA has formed an Ad Hoc committee to look at Medicaid issues. The Center for Medicare and Medicaid (CMS) assist the states in reimbursing each Medicaid program. Each state must have a Medicaid Service Plan that defines policy, coverage and limitations. It is important that the reader understand that speech therapy is something that was just approved under the Medicaid program for speech therapists to be credentialed as individual practitioners in the state of Kentucky. Each state must follow certain rules in order to receive reimbursement but each state also has the ability to have their own rules as well which includes reimbursement rates and criteria for what types of therapy services are covered. Given the economic situation/crises in Kentucky, this is important information. Medicaid has already decreased our reimbursement rates and can do it again. Because Medicaid also reimburses for

medically necessary therapies delivered in the school environment, these concerns impact almost all of us. Over the past few months, KSHA has been involved with the state and working with our legislators to try and get them to realize the importance of this matter.

Please see the information below that was sent to the Commissioner of Medicaid:

1. January 1 Kentucky Medicaid was not set up to take new codes for speech therapy such as 92521, 92522, 92523, 92524 (They said they were unaware of new codes that went into effect January 1, 2014.) We were able to meet with them and get them loaded into the system for correct billing for these sessions.
2. February and March worked with the Deputy Commissioner and Commissioner of Medicaid about changes for EPSDT to straight Medicaid that is proposed to go into effect in July 2014. Our job was to explain to the state that SLP services should be reimbursed at the same level as OT and PT services. At this time they said DMS is unable to increase reimbursement but will consider doing so in the future if additional funding is allocated. I would encourage everyone to contact their state representative and get them to understand the importance in this matter.
3. Here is updated information from DMS We are also requesting that the following codes be updated to the HP system as soon as possible to decrease delay in payment and denials of services for our patients:
  - **92507** Treatment of speech, language, voice, communication and individual
  - **92521** Evaluation of speech fluency
  - **92522** Evaluation of speech sound production

• **92523** Evaluation of speech sound production. If only language comprehension and expression (receptive and expressive language) are evaluated, use this procedure with the -52 modifier to indicate a reduced service. 92524 Behavioral and qualitative analysis of voice and resonance. This procedure does not include instrumental assessment.

- **92526** Treatment of swallowing dysfunction and/or oral function for feeding
- **92609** Therapeutic services for the use of speech-generating device, including programming and modification
- **92610** Evaluation of oral and pharyngeal swallowing function

We realize that the state is also in financial crisis. However, by decreasing the rate of these services you will ultimately decrease the quality of care.

(b) Response: DMS is unable to increase reimbursement at this time but will consider doing so if additional funding is allocated to DMS.

(3) Subject: Use 2014 Rates

(a) Comment: Tim Ball, President of KSHA commented:

"We (KSHA) are aware that the 2014 Medicare fee schedule isn't final as the rule is still going through the process. However, CMS has issued the interim rates and should be used just as Medicare is already using them. Medicaid fees are based off of outdated Medicare rates, and not the new 2014 rates. We are requesting that the regulation should be changed to reflect the new rates which would increase the fees for the current year"

(b) Response: DMS has filed an "amended after comments" version of 907 KAR 8:035 (the administrative regulation

Continued pg. 5

# Auditory Processing Intervention Activities That Score

Lauren Lind, CSD Graduate Clinician



Visual support balls show story components to assist in recall of the narrative.

Last summer I worked with an eight-year-old girl who was diagnosed with autism, auditory processing disorder and ADHD. After speaking with her mother, I learned that her difficulty attending to and processing auditory information has proved problematic in the classroom environment as well as in social situations. Her mother explained that although she can discern when a question is being asked, her answers are usually inappropriate because she did not process the auditory information. In addition, her mother expressed concern with her grasp of temporal concepts about when certain events occurred or will occur. Two general goals for the summer semester were developed: increase pragmatic and semantic skills and increase receptive and expressive language skills.

To address the goal of increasing pragmatic and semantic language skills, her objectives were: recall three significant pieces of information from a story or conversation and repeat back to the clinician given visual, verbal and tactile cues; and follow three complex directions given visual, verbal and tactile cues. Books were chosen that correlated with the clinic's thematic units so that the client could generalize information over sessions. Instead of simply asking "wh" questions after the book was completed, I designed a variety of activities such as scavenger hunts, art projects or games for my client to participate in. Embedded into these activities were opportunities to recall information as well as follow

directions. The activities were also designed to reinforce the information or concepts discussed in the books. For example, when we read a book about a lightning bug, the activity involved finding "wh" questions and visual supports attached to glow sticks in a dark room and then creating a lightning bug craft. When we read a book about pink lemonade, the activity was to make pink lemonade with "wh" questions and visual supports taped to lemons.

One week, the clinic's thematic unit was baseball, and I chose the book *Pete the Cat: Play Ball!* by James Dean. The activity that I designed for this book was a scavenger hunt of mini white balls hidden around the clinic with visual supports of pictures that showed the correct answer taped to them. The client was asked a question about the book in her individual clinic room, with no visual supports, such as "Who was the story about?" She gave her answer, and then we left the room to search the hallway for the first ball, which allowed her to check the accuracy of her answer. When she reached the ball, we discussed whether she was right, reviewed the information from the story, and then she placed the ball in a container. She was then asked another question, and the search continued. The visual supports helped her check her recall of the information and allowed for self-correction when needed, but since she was asked the question without the visual support in sight, it allowed her to recall the information first on her own. After she had answered all the questions and gathered all of the visual support balls, we returned to her clinic room. We reviewed each question by taking the balls out one by one, but this time my client was required to tell me the information without being asked a "wh" question. After telling me about each picture, she tossed the ball into a small trash can with a laminated picture of a baseball mitt attached.

Participation in this activity required my client to follow several complex directions which were given to her before we left the room, such as: search for the picture

that showed the answer she gave, stop and check the answer, put the ball in a container and wait for the next question before continuing on in the hallway. Please see below for the list of questions and visual supports for answers I used for *Pete the Cat: Play Ball!*

To learn how I addressed my client's goals regarding temporal concepts in the areas of receptive and expressive language, check out the extended **KSHA Communicator** online at: <http://www.ksa.info/pdf/communicator/communicator-apd-summer-2014.pdf>.



Visual support + Motivational game = Home Run Intervention!

Who was the story about?	
What did Pete bring to the game?	
What happened when Pete was up to bat?	
What was the name of Pete's team?	
What happened when Pete tried to catch the ball?	
Who won the game?	
What did the teams say to each other after the game was over?	

*Pete the Cat "Who" and "What" prompts to help recall the story.*

# Keeping My Balance as a Model Student

**Maria Montgomery**  
*CSD Distance Learning Graduate Student*

**Editor's Note:** If you enjoy reading these EXCERPTS from Maria's story, visit us online at <http://www.ksha.info/pdf/communicator/communicatorbalance-summer-2014.pdf> for her full color story and bonus material about why Maria chose speech-language pathology as her forever career!

Serving as Miss Kentucky USA 2009, during my sophomore year of college, taught me the true definition of "busy." While continuing my education as a full-time student, my year quickly filled with writing speeches, speaking at elementary schools, charity work, visiting nursing homes and hours and hours of preparation to compete in the Miss USA pageant. Though I didn't become Miss USA that year, being close enough to the crown by placing fourth runner-up made me hungry for what the entertainment industry had to offer. My acting/modeling agency, 180 Talent in Nashville, immediately sent me to an AMTC (Actors Models and Talent for Christ) Convention where I was scouted by FORD models. I had held FORD in the highest regard since I was young. Signing my contract with FORD Models changed my life forever.

Nonetheless, I began planning on how I would reach my ultimate career goal of becoming a speech-language pathologist in order to enhance the

future quality of life for children with disabilities. After researching which universities offered accredited degrees online, I was distraught to learn that there were only about five schools nationwide with online communication disorders degree programs. However, I was ecstatic that one of those was Western Kentucky University (WKU), in my home state! The acceptance letter from WKU brought tears and literal jumps of joy and began my graduate school journey. Since then I have spent months in Chicago as well as Miami. Yet due to my true southern heart, I often live at home in Kentucky where I can fly out for work during the week.

The balancing act of completing a graduate degree while modeling/acting full time requires time management skills just like the other jobs that my fellow students manage along with their family (and they amaze me by how smoothly they do so!). However, thanks to online courses, it is possible. With online courses, I was worried about the lack of interaction with the professors. Yet WKU's courses, provided over Adobe Connect, allow me to tune in "real time" to listen to class, ask questions as the professor explains the material, and even break into groups for projects! These standout factors alone were why



I chose to attend WKU's online program over any other school's program. Many alternative online programs only offer a copy of their campus courses recorded on CDs to watch in your own timing, or simply ask you to read a book and turn in assignments. I may be decent at multi-tasking, but I need deadlines and live interaction to really stretch my mind to its full capacity.

Without online courses, the question of "what if I had given modeling and acting my true attention" would still exist in my head today. Without modeling and acting, I would never have learned all that I have about this astonishing world we live in. It is incredibly possible to continue with an active life while completing a degree. After graduating proudly with my Master's degree, I don't plan to slow down, but hope to start my career as a speech-language pathologist on a part-time basis while continuing to model. I am eager to begin positively impacting someone's life using the gift of communication while working as a speech-language pathologist. Words can't express my gratitude not only for WKU offering prestigious graduate degrees online, but even more so, that they take the effort to make even their online students feel like part of the on-campus family.

## Medicaid Changes

*Continued from pg. 3*

which addresses reimbursement) to establish that DMS will use the current Medicare fee schedule.

4. Good News ... We are seeing that some insurance are starting to pay for Habilitation as well as Rehabilitation for more information on this please visit <http://ccio.cms.gov/resources/files/Files2/02102012/uniform-glossary-final.pdf>

"National Association of Insurance Commissioners" Define Habilitation as: Habilitation Services - Health care services that help a person keep learn or improve skills and functioning for daily living. Examples include therapy for a child who isn't walking or talking at the expected age. These services may include physical and occupational therapy, speech-language pathology

and other services for people with disabilities in a variety of inpatient and/or outpatient settings." (from Summary of Benefits Glossary)

For more information about Medicaid and Reimbursement please visit <http://www.asha.org/practice/reimbursement/medicaid/default/>.

# Stanley and Steckol Scholarship Recipients



## Margaret Barnett Stanley Scholarship

The Kentucky fields I grew up in produced tobacco, hay, work ethics and humility. I cultivated all four in my life as a child growing up in rural Kentucky on a farm, which belonged to my father, a farmer with severe bilateral hearing loss. I brought my work ethic and humility with me to graduate school at the University of Louisville, where I now pursue a doctorate of audiology which I plan on using in order to bring affordable hearing healthcare to people who are much like my family, living in rural Kentucky making an honest living. As a first generation college student, I am unable to rely on my family for financial support, so I work to pay my way through school. I am very busy at times, balancing work, clinic, personal research and class with my roles as a research graduate assistant, teaching assistant, and Student

Academy of Audiology president. I was so humbled and blessed to receive the **KSHA Stanley Scholarship**, which will be used to help pay for my summer tuition. The scholarship will get me one step closer to pursuing my goal of reaching rural populations with more affordable and comprehensive hearing healthcare. Although my goal seems far-fetched at times, I know I have the work ethic and drive to make it happen. To me, it was so encouraging to know that such a wonderful organization would help me reach my professional goals. Thank you to KSHA for continuing to plant seeds of encouragement into the hearts of the future speech-language pathologists and audiologists of Kentuckiana.



## Claire Cannady Steckol Scholarship

Winning the **KSHA Steckol Scholarship** this year was truly

an honor that I was completely thrilled to receive. Being in a professional program at the University of Kentucky where there are so many hard working, intelligent graduate students, I feel all the more honored to be chosen for this award. Deciding to further my education in this field was a difficult choice, as the finances, time commitment and the rigorous schedule are all quite demanding. However, I knew that I wanted to be a part of such an amazing career and could not see myself anywhere else. Being chosen for this scholarship has truly made the financial aspect of the commitment a bit more bearable. I plan to represent Kentucky Speech-Language-Hearing Association in a most professional manner. I look forward to being a proud member of this association as a future professional in the career field of speech-language pathology. It is a true blessing to be part of a profession that allows us to bring so much joy to others' lives and I feel very humbled to be a part of it.

**Reminder:** KSHA offers student and professional funding opportunities in the form of scholarships and grants. More information on funding opportunities will appear in upcoming issues of the **KSHA Communicator**.

## Find Us Online



The Member Center also gives you access to renew your membership, register for an event at the member discounted rate, search for a member, access member-only resources, print your membership card and read the **KSHA Communicator**.

Be sure to check out the **Full-Color KSHA Communicator** online at [www.ksha.info](http://www.ksha.info).

Follow KSHA on Twitter at <https://twitter.com/kyspeech> and Facebook at <https://www.facebook.com/KYSPEECH>.

## Connect With KSHA

Visit the KSHA website, [www.ksha.info](http://www.ksha.info), and make sure your KSHA membership is up-to-date. Log on to the Member Center of the website, enter your Last Name and your Member Number. Once logged in, you are able to edit your membership information, such as mailing address, email address, professional information and more.



Find us on  
**Facebook**



# Research in the Schools: Morphological Awareness in Vocabulary Acquisition

Kimberly Green, MS, CCC-SLP, and Dr. Jie Zhang, PhD, are conducting interdisciplinary research funded by a WKU RCAP grant and a Spencer Postdoctoral Fellowship. Their research investigates the mechanism by which morphological awareness boosts vocabulary acquisition and reading comprehension in children's first (L1) and second language (L2). The study will provide information regarding English vocabulary development for both English speakers and English language learners. Researchers will collect data at

four local elementary schools and two middle schools. They anticipate recruiting approximately 300 elementary students (150 L1s; 150 L2s) and 300 middle school students (150 L1s; 150 L2s). The results are expected to guide vocabulary and reading instruction for both native English speakers and English language learners. To learn more, contact Kimberly Green at [kimberly.green@wku.edu](mailto:kimberly.green@wku.edu) and be on the lookout for our follow-up report in the **KSHA Communicator!**

## Roden and Sweeney Lead WKU in Advocacy Activities



WKU faculty delivered water and vocal hygiene tips to teachers during their Field Day at a Bowling Green City School.

Dr. Leigh Anne Roden facilitated advocacy activities to encourage participation in BHSM and 30 in 30 to increase awareness of good communication practices in Bowling Green, KY. Among her many initiatives were "Speak Week" in which the campus was encouraged to engage in more personal (written and spoken) communication, and a city and county proclamation signing ceremony where May was officially declared BHSM for Bowling Green and Warren County. Edward Sweeney, WKU CSD faculty in New York, organized free hearing and speech screenings as well as instruction on better vocal hygiene in several New York City Schools!

## What's in Your Therapy Bag?



I mostly work with the stroke population ... and my therapy bag must-have is a map of Kentucky and the United States. We can fill a full session (or more) talking about where we are from, where we live, where our loved ones live.

—Katie

My favorite item for kiddies 2-5 years—blank paper! It's a canvas, it's a plane, it's a book, it's an origami crane! So many possibilities!

—Janice

Confession: iPad. It's versatile. You can put one item in a bag that can target all ages with all levels of abilities.

—Erin

Newspaper or magazine. Great tool to use with adults or children. Current events or just conversation starters for adults. For kids you can use the pictures and describe things or go on a sound hunt in the text.

—Ed

I love using paper plates. They are the blank canvas with ridges to give little ones boundaries. They can easily be torn or cut. Stuff can be glued relatively easily on them or they be folded and stapled to hold beans for a musical instrument.

—Lauren



## Murray, We're Sorry!

We would like to send an apology to the Murray State University Praxis team for omitting them from the KSHA Convention Highlights. Kayla Freeman, Mary Grace Starks, Kalynn Hightower and Emily Lee represented MSU with excellence during the Convention's Praxis Competition! Thank you, ladies!"



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## Upcoming Events

### July 2014

#### Fall Communicator

##### Deadline

July 1, 2014

### August 2014

#### Call for Papers

##### Deadline

August 25, 2014

### December 2014

#### Membership Renewals

##### Deadline

December 31, 2014

### February 2015

#### KSHA Convention

Louisville, KY

February 25-28, 2015



The KSHA Communicator would love to hear from you!

Tell us what you think about our new style.

Tell us what you want to READ about in the upcoming issues.

If you have or are currently working as an audiologist or speech-language pathologist in a medical setting, we would love for you to tell us what we should write. ... Or better yet, go ahead and write about your story, your favorite new clinical strategy or your amazing mentor!

Send your feedback, ideas, suggestions for improvement and writings to [write4ksha@gmail.com](mailto:write4ksha@gmail.com) today!