

the **KSHA** *Communicator*

a publication of the
Kentucky Speech-Language-Hearing Association



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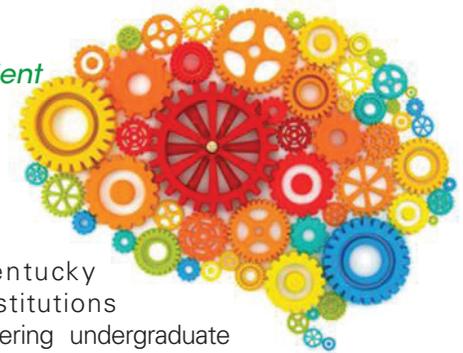
Awareness and Integration of Disability Rights Trends With Clients With Intellectual and Developmental Disabilities

Caty Gerteisen, BS

Eastern Kentucky University Graduate Student

In the past 30 years, many positive changes have developed to improve the lives of people with intellectual and developmental disabilities (IDD) (ASHA, 2005). These disability rights trends are well-known by professionals in the special education field, but perhaps less known and integrated by speech-language pathologists (SLPs). This study was conducted to assess SLPs' and speech-language pathology students' (at the undergraduate and graduate levels) awareness and integration of current disability rights trends. Specifically, the study addresses knowledge and perception of Person First Language (PFL) self-advocacy for persons with disabilities, and employment when working with people with IDD. Participants were asked if they implemented or planned to implement this knowledge into their professional and personal lives.

Practicing Kentucky speech-language pathologists (n=157), SLP graduate students (n=27) and SLP undergraduate students (n=25) participated in the study. Practicing SLPs were recruited through an email blast sent out by the Kentucky Speech-Language-Hearing Association (KSHA). SLP students were recruited via email invitation to the six



Kentucky institutions offering undergraduate degrees and/or graduate degrees in Communication Disorders/Sciences (Brescia, Eastern Kentucky, Murray State, University of Kentucky, University of Louisville and Western Kentucky Universities).

PFL is a movement advocating for not identifying people by their disabilities (i.e. autistic) but to identify them first by their personhood (i.e. child with autism). PFL also advocates to diminish the use of the word "retarded" or "retard" and instead use "person with intellectual or developmental disability (IDD)". Only about half of the SLPs and students ranked themselves as very familiar with PFL (45.10% for SLP and 51.10% for students). Approximately, 9% of SLPs and 2.2% of student's indicated they were familiar with Rosa's Law that implemented PFL in federal legislation. This suggests that this new legislation is not being taught to current SLP students,



President's Message

Important Advocacy Efforts

Tammy Cranfill, PhD, CCC-SLP

KSHA President

Much activity has continued in Frankfort since the KSHA Convention! KSHA has been in discussions with multiple entities throughout the year and will continue to do so. The following are important topics you may be interested in.

The Certificate of Need (CON) issue continues to require your attention and concern. KSHA submitted comments last fall to the Cabinet requesting exemption for speech-language pathology and audiology practices. Unfortunately, the current draft does not include anything that will alleviate the need for speech-language pathologists or audiologists to get a CON if the company is partially owned by someone that is not a speech-language pathologist or audiologist, or if the owner of the business oversees someone outside his/her scope of practice. An additional opportunity for comments to the draft is permitted in June, and KSHA will continue to request an exemption. However, change at the governmental level is slow. The Cabinet has strongly indicated practitioners need to complete the CON process rather than wait for change. They're being relatively lenient in terms of not pursuing groups practicing without them who are in process, but that may

not continue. If you are a practitioner with partners that are not speech-language pathologists or audiologists, or if you are a single owner practitioner but have other disciplines providing services – you are strongly encouraged to begin the CON process.

Another area recently brought to our attention is the suggestion



that Medicaid would not reimburse for services provided by a Clinical Fellow (CF). The current wording in regulation wording states the requirement for a license. While a CF has an interim license, regulation does not allow for that. An interim license is not being recognized as equivalent to a professional license. Our initial concern was that CFs were

being viewed as students rather than professionals. Discussions with the commissioner were favorable with clear indications for understanding our position that CFs are not students and receive ongoing mentoring by a licensed speech-language pathologist. We feel the conversations have been positive and we are hopeful they will make the necessary changes.

Our efforts to continue discussions in May with the Kentucky Department of Education (KDE) have met a snag. KDE Program Director Johnny Collett has changed positions as of May 1. At the time of this writing, a new director has not been hired. However, we will continue our efforts with the next director when that time comes.

I want to express my thanks to our lobbyists, Kate Wood and Patrick Jennings, for their ongoing assistance in facilitating meetings as well as providing the background needed to address the issues. Whether you consider yourself politically active or not, you are influenced by political action and decisions. I encourage you to continue to inform KSHA of issues that arise in your practices as well as respond to the call when needed to contact legislators. A collective voice is powerful!

Find Us Online



Connect With KSHA

Visit the KSHA website, 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.

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 and print your membership card.

Be sure to check out the **Full-Color KSHA Communicator** online at www.ksha.info.

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





Steckol Award Funds Future Researcher

Angel Grace Dyke, MS

My desire to be a speech-language pathologist (SLP) originated when I was a psychology graduate completing research in cognitive neuroscience. I was interested in how the brain relearns, rewires and compensates following an injury – specifically the areas of speech, language and cognition – and in what specialists can do to make the most of this neuroplasticity. Quickly I came to understand that therapy (as opposed to invasive or non-invasive brain stimulation) is already commonly and successfully used to take advantage of neuroplasticity and that SLPs are the clinicians who provide services in those areas! Behold: I finally understood where my career passion lay. If I wanted to research neuroplasticity some day, I did not want

to do it without first understanding the underpinnings of normal and disordered speech, language and cognition, and providing therapy to affected individuals.

Then I met individuals with aphasia and other deficits following cerebrovascular accidents (CVAs). Their grappling with life post-CVA led me to believe that therapy is the most important service that I can provide with my background, interests and skills. Four years and three school-years later, I have graduated with a Master of Science degree in communicative disorders from the University of Louisville School of Medicine. Tuition in my final semester of graduate school was funded in part by the Steckol Award. My educational journey

would not have been possible without the assistance of the Steckol Award in 2015, which honors Dr. Karen Steckol, a beloved individual who left a great legacy in communicative disorders and the lives of those she touched. Humbly, I aspire to the excellence and advocacy that Dr. Steckol practiced in her career.

My sincere thanks goes to the Steckol family and friends and to the Kentucky Speech-Language-Hearing Association, for the honor to receive the Steckol Award. I am eager to begin my clinical fellowship and a fulfilling career in one of the greatest fields there is at Frazier Rehab Institute – Flaget Memorial Hospital, in Bardstown, Kentucky.

Stanley Award Winner on a Mission to Serve

Elizabeth Ebelhar, BS



The concept of serving my community is the foundation for my professional philosophy as a speech-language pathologist. It is my

mission to help individuals achieve their full potential as contributors to society, within relationships and for their own personal fulfillment. I find beauty in individualism and I seek to create functional methods of facilitating communication colored with culture and personality. When providing services, I aim to serve my clients with respect towards their personal goals and utilize best evidence-based practice to ensure appropriate and efficient services. Receiving the Kentucky Speech-Language-Hearing Association Stanley Award has allowed me to continue in my educational track to pursue this life-enriching career.

As an independent student, I simultaneously hold multiple positions of employment in order to finance my living and educational costs. My schedule encompasses the academic demands of being a full-time graduate student and clinician in addition to serving as a graduate assistant within the Western Kentucky University Communication Sciences and Disorders Department, personal living support for the Michelle P. Waiver program, various employment roles within the Bowling Green Community Farmer's Market, and an advocate for causes that are dear to my heart. This scholarship not only aided in easing the financial burden of student loans, but also assured me that my efforts are appreciated by an organization who understands the value in supporting hard-working students with an authentic passion for the profession.

I am truly honored to have received the Kentucky Speech-Language-Hearing Association Stanley Award. This generous scholarship has helped relieve a great financial weight and offer life and career enriching experiences that would otherwise be unattainable. The full award, for the amount of \$2,000, has been applied to educational expenses in the area of summer 2015 tuition and textbooks for graduate courses. Being the recipient of this scholarship has been a humbling experience and has left me with an overflowing excitement for the future of becoming a certified speech-language pathologist. Though I find it difficult to fully convey my gratitude for this award in writing, I would like to extend a most sincere thank you to the committee for deeming my professional and personal goals worthy of such generous support. Please know that you are appreciated!

So You Want to be an SLP-A?

Tambra Rice, BS, SLP-A

Pike County Schools

You graduated college with your bachelor's degree in communication disorders. Congratulations! Now what are you going to do with it until you complete graduate school? Go to work! Kentucky employs speech-language pathologist assistants (SLP-A) through school districts. It is important to know an SLP-A is only allowed to work in the schools – no other setting and is not a billable service for Medicaid. When you are hired by a school district, you will be assigned to work with a licensed speech-language pathologist.

Are you wondering if working as an SLP-A is something you would be able to do? Listed below are the requirements for licensure and job responsibilities prescribed by the Kentucky Board of Speech-Language Pathology and Audiology (Board). This information is from the Board's *Manual of Laws and Regulations Relating to Licensure as a Speech-Language Pathologist or Audiologist* found online: <http://www.slp.ky.gov>.

There are certain educational requirements to apply for an SLP-A license. You must complete a bachelor's degree in speech-language pathology or communication disorders or a minimum of 27 hours in the core areas of communication sciences or disorders including anatomy and physiology, phonetics and speech science, speech and language development, communication disorders in children, audiology, aural rehabilitation and intervention for children with communication disorders. After completion of these educational requirements, an application is submitted to the Board along with a copy of your college transcript and a \$50 fee payable to the Kentucky State Treasurer.

You begin work with an interim license and are required to have 36 weeks of direct and indirect supervision (1,260 hours or 35 hours per week over 36 weeks of full-time employment);

there are adjustments if you are planning to work part-time. During your interim period, you are required to receive a minimum of three hours direct supervision and three hours indirect supervision weekly. Indirect supervision includes activities such as demonstrations of how materials are to be implemented, reviewing data sheets or records or simple phone conferences updating your supervisor. Direct supervision consists of on-site observation and guidance as a clinical activity is performed. The supervisor monitors the accuracy of screening, diagnostic and treatment procedures; there are discussions about target behavior, data and the interaction seen with students. Time and comments from your supervisor regarding performance are documented and logged on your *Postgraduate Professional Experience Report and Evaluation Form* for interim SLP-A. Following the interim year, until your third year of experience, you are required to have two hours each of direct and indirect supervision per week. After your third year, supervision requirements drop to one hour of direct and indirect supervision per week.

Once your interim time has passed, you are ready to apply for full licensure as an SLP-A. You must provide your application, Postgraduate Professional Experience Report and *Postgraduate Professional Experience Evaluation Form* (completed by your supervising speech-language pathologist) and an initial licensure fee of \$75 to the Board.

There are many duties and responsibilities you can expect to perform (and not perform) working as an SLP-A. You will work closely with your supervisor designing instruction for your students. According to the American Speech-Language-Hearing Association (2013) duties and tasks which are appropriate responsibilities of an SLP-A include:



- conducting speech-language and hearing screenings without interpreting the results
- working closely with your supervisor to develop and document treatment plans
- documenting student progress toward meeting established treatment plan objectives and reporting to your supervisor
- providing direct treatment assistance to identified students under the supervision of your supervisor
- assisting with clerical and other related duties
- scheduling activities, preparing folders/binders, records, graphs, etc.
- performing simple checks and maintenance of equipment
- participating with the supervisor in research projects, in-service training and public relations programs
- assisting in the development and maintenance of an appropriate schedule for service delivery
- implementing collaborative activities with other professionals
- administering tests for diagnostic evaluations and progress monitoring without making a diagnosis or generating a report of the results
- participating in parent conferences, special education meetings or any interdisciplinary team in consultation with, or in the presence of, the supervisor

Continued pg. 5

So You Want to be an SLP-A?

Continued from pg. 4

There are some activities (ASHA, 2013) which are not within the scope of practice for an SLP-A including:

- performing any activity which violates the code of ethics
- interpreting test results or performing diagnostic evaluations without supervision
- conducting consultations without the recommendation, guidance and approval of the supervisor
- writing, developing or modifying a treatment plan without the recommendation, guidance and approval of the supervisor
- providing treatment without following the individualized treatment

plan prepared by the supervisor or without access to supervision

- signing any due process documentation without the co-signature of your supervisor
- discharging students
- sharing clinical or confidential information
- making referrals for additional services
- representing yourself as something other than a speech-language pathology assistant

That is it in a nutshell! You know what is expected in your duties and now it is time to get licensed. The only thing

left to do is to maintain your license. Biennially you are required to submit documentation of the continuing education classes you have completed and a fee of \$50 to the Board. You must complete 30 hours of continuing education hours in this two year period with two hours completed in the area of ethics. Best of luck to you in your future career as an SLP-A!

American Speech-Language-Hearing Association. (2013). *Speech-language pathology assistant scope of practice* [Scope of Practice]. Available from www.asha.org/policy

Kentucky Board of Speech-Language Pathology and Audiology. (2013). *Laws and regulations relating to licensure as a speech-language pathologist or audiologist*. Frankfort, KY: Kentucky Board of Speech-Language Pathology and Audiology.

Disability Rights Trends

Continued from pg. 1

but practicing SLPs have learned about the law through either continuing education or media outlets.

Nearly 95% of all participants reported never using the word "retarded" to describe someone with IDD. Of the SLPs, 72% responded that they never use the word "retarded" when not referring to a person with a disability, but only 57.45% of students answered never. This demonstrates how the word "retarded" has become a slang word used by students, though not always in a derogatory way towards people with disabilities.

The majority (65.9%) of participants indicated they never include self-advocacy (SA) goals for clients with IDD ages 3-10, occasionally include SA goals for clients with IDD ages 11-15 and frequently include SA goals for clients with IDD age 15-21+.

How often are clients with IDD included in the decision making process? Participants indicated that they never included clients ages 6-10, sometimes include clients ages 11-15, often include

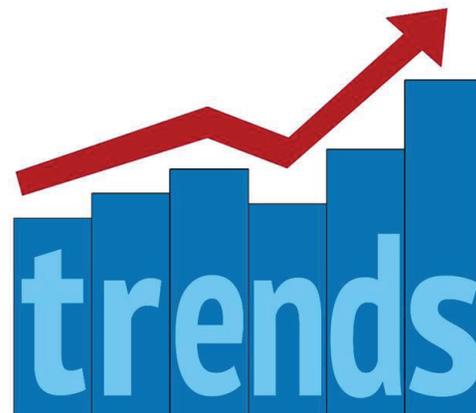
clients ages 16-21 and always clients ages 21 and older. This was the same for both SLPs and students. Results suggest participants may believe that older clients are more likely to be able to participate in the decision making process. It is concerning that young students were never included.

The last section of the survey asked if participants included employment related goals with clients with IDD across age ranges. Excluding not applicable responses, the majority of participants responded that they never include employment related goals with clients age 6-10 (54.92%) or 11-15 (33.88%), but frequently include employment goals with clients age 16-21 (12.30%) and 21+ (14.88%). When asked about collaboration with job coaches, the majority of participants reported that they never collaborate with job coaches (62.90%).

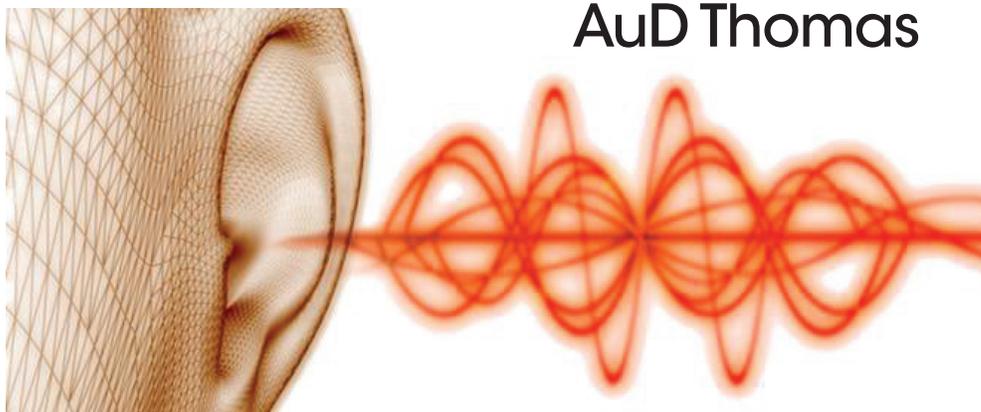
I would like to thank everyone who participated in my undergraduate honor's thesis research. This research would not have been possible without the assistance from KSHA officers and

the participation of KSHA members on my survey.

* Ad Hoc Committee to Review/Revise Current Practice and Policy Documents Related to Mental Retardation/Developmental Disabilities. (2005). *Principles for Speech-Language Pathologists Serving Persons With Mental Retardation/Developmental Disabilities* (No. TR2005-00144). Rockville, MD: American Speech-Language-Hearing Association. Retrieved from <http://www.asha.org/policy/TR2005-00144.htm>.



AuD Thomas



AuD Thomas,

I have long suffered from a ringing in my ears, which has been diagnosed as tinnitus. As a fellow AuD, I would like to hear your opinion regarding whether or not tinnitus is a disease or a disorder.

– Always Ringing in the New Year Audiologist

New Year AUD,

When I receive a message from the KSHA Office with a question from a reader, I often want to respond with more questions. Alas, your inquiry is delivered without identifying information causing my queries to remain unasked and unanswered. While you deduce you are always ringing in the New Year due to your tinnitus, my mind wanders to how you truly ring in the New Year. To be considerate of your potentially inquisitive thoughts, I spend the eve of the first of January meeting my nutritional needs via Hopping John soup and retreating to bed at approximately 9 PM (I like to stay on schedule).

According to Merriam-Webster the definitions of disease and disorder are as follows:

disease *noun* /dɪzɪz/ (as I am writing for an organization for speech-language pathologists and audiologists, I feel it most appropriate to use the International Phonetic Association transcription): an illness that affects a person, animal or plant: a condition that prevents the body or mind from working normally.

disorder *noun* /dɪsˈɔːdə/ (same comment as above): medical: a physical or mental condition that is not normal or healthy. (Merriam-Webster, 2015)

I presume tinnitus prevents your mind and/or body from functioning normally and is considered an unhealthy physical condition. For those reading this article who do not suffer from tinnitus, it is likened to the noise experienced after a loud concert or operating heavy machinery. The symptoms of tinnitus are expressed differently in each individual. While you report ringing, other patients may describe buzzing, clicking, hissing, whistling, swooshing and, in a small number of cases, music (American Tinnitus Association (ATA), 2015). If the song isn't "Shake it Off," the music may be more pleasant than a ringing or buzzing. Symptoms can be acute (after attending a concert) or chronic (occurring frequently, as in your case). According to the American Academy of Otolaryngology (2014), over 50 million Americans report experiencing transient tinnitus.

In short, without proper detail, I cannot accurately answer as to whether *your* tinnitus is a disease or a disorder as it could be a disorder with disease as the underlying cause or it could be a transient condition (see above) that is exacerbated by your personal health situation and life choices. As a matter of self-analysis, you could ask if any of the following factors apply to you:

- **Age:** Around the age of 60, your hearing tends to worsen. This slight loss of hearing is referred to as presbycusis, which can be accompanied by tinnitus.
- **Loud noise exposure:** Being exposed to loud noise on a regular basis from heavy equipment, chain saws or fire arms are common causes of tinnitus. However, anyone can have common exposure to loud noises by listening to music in headphones on a regular basis or attending live music performances frequently.
- **Unhealthy habits:** Researchers are not entirely certain why, but drinking alcohol, smoking cigarettes, eating certain foods and consuming caffeinated beverages can play a role in tinnitus.
- **Common ailments:** Having anemia, allergies, high blood pressure, cardiovascular disease, circulatory problems, diabetes and an underactive thyroid gland are all medical conditions that can lead to tinnitus.

If they do, take proper action to limit the things that you have control over and write back to us if your tinnitus changes!

Curiously Yours,
AuD

Do you want to ask AuD Thomas a question? Submit it to write4ksha@gmail.com with the subject "AuD Thomas."

American Academy of Otolaryngology. (2014). Tinnitus. Retrieved from <https://www.entnet.org/content/tinnitus>

American Tinnitus Association. 2015. Understanding the facts. Retrieved from <https://www.ata.org/understanding-facts>

Definitions from *Merriam-Webster.com*. Retrieved from <http://www.merriamwebster.com/dictionary/disease>

Debbie Parsley-Breen

Blessed are the flexible for they shall never be bent out of shape

– Mrs. Parsley-Breen’s Mantra



Debbie Parsley-Breen began her career as a speech-language pathologist in Tennessee public schools. Upon coming to Western Kentucky University in 2004, she had 20 years of experience to bring with her. This May, much to the sadness of faculty, staff and students, Debbie announced her retirement from her position as clinical assistant professor. By teaching the Introduction to Speech-Language Pathology and Audiology course, she imparted her love for the profession to droves of students; there are many speech-language pathologists practicing today because of her. This, in itself, makes Mrs. Debbie Parsley-Breen more than deserving to be recognized as this edition’s *First Person on the Last Page*.

From her first graduating class to her last graduating class, students share the same feelings about Debbie. Jill Cook, Class of 2005 from Debbie’s first cohort of students to graduate, said, “If you’ve ever seen Matilda, she is the ‘Miss Honey’ of the department – sweet, giving, honest and has a genuine heart to make a positive difference.”

Class of 2015 graduate, Hannah Kuzma, has similar sentiments. “Over the past

two years I had the opportunity to become acquainted with Mrs. Parsley-Breen as a professor, supervisor for NSSLHA and role-model. She is one of the most insightful, optimistic and helpful professors I had the chance of having. Mrs. Parsley-Breen joined the field for the true reason: to make a positive difference in people’s lives and better their quality of living. I’ve been extraordinarily blessed to learn from her experiences she shared and receive her guidance on how I can better the quality of life for my clients as a future speech-language pathologist. Mrs. Parsley-Breen is full of knowledge and due to her willingness to share her torch of wisdom I’ve become a better student, professional and person.”

Debbie quickly became the face of WKU’s National Student Speech-Language-Hearing Association (NSSLHA). She guided NSSLHA members to participate in many of Bowling Green’s philanthropic events including the Alzheimer’s Walk, Relay for Life and the International Festival. She is a breast cancer survivor and each year WKU’s NSSLHA organization participates in Relay for Life in her honor. Debbie directed many WKU Silent Auctions at KSHA Conventions and was the welcoming

face to hundreds of students and alumni at the Communication Sciences and Disorders Homecoming Tent during football season.

Longtime friend and colleague B.J. Cummings wrote, “Debbie is one of the most knowledgeable, intelligent, considerate, thoughtful, caring and ethical SLPs I have had the honor of knowing and working with over the past 27+ years. She takes her job seriously and is always eager to read and learn about new research, strategies and topics, and shares what she learns with her students and colleagues. She has inspired me to be a better SLP and person.”

Debbie is proud mom to Michael and Jonathan and wife to Mike. In her retirement, she plans to continue spreading her love and knowledge of communication disorders through private practice.

The First Person on the Last Page



Thank You

BLESSED
are the
FLEXIBLE
FOR THEY SHALL
NOT BE
BENT OUT
OF
SHAPE



Blessed by You!



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Upcoming Events

August 2015

Call for Papers

Deadline

August 15, 2015

December 2015

Membership Renewals

Deadline

December 31, 2015

February 2016

KSHA Convention

Lexington, KY

February 17-20, 2016



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 articles to write4ksha@gmail.com today!