

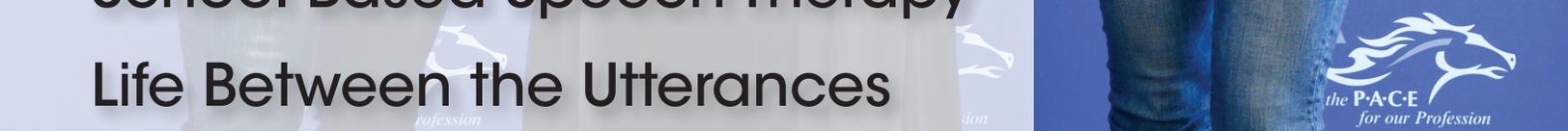
The
KSHA
Communicator

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Kentucky Speech-Language-Hearing
Association

Language-Hearing Association



Using 5 Minute Speech in
School Based Speech Therapy
Life Between the Utterances



A Community of Professionals



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Vision With Action: Turning Today's Vision Into Tomorrow's Reality

Lacey Back Lane, MS, CCC-SLP, KSHA President



Vision and action are two terms that seem very simple, but both carry such far reaching consequences. When thinking about my message

to the membership during this time, I kept coming back to the quote by Joel A. Barker, *Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.* As an association, these two words are front and center in the work that we do as we endeavor to set the *PACE* for clinical practice through innovation, training and research.

Vision and action were truly at play for this year's 2020 KSHA Convention. KSHA certainly sets the *PACE* when it comes to putting on a Convention! It was amazing! A successful Convention doesn't just happen. It takes hard work, long hours and a lot of dedication to turn the vision into a reality. I want to thank our Convention Co-Chairs, Tina Brock and Donna Goodlet-Collins, their Convention Committee and Craven Management team for a job well done. As president of the association, I truly enjoyed my time meeting with members at this year's Convention. Whether it was during a rousing game of corn hole at our tailgate party, answering questions in the Empowerment Zone or sharing ideas at the KSHA forum, what became overwhelmingly clear is that we as KSHA members are united in our vision to create a Commonwealth where all voices are heard. The work we do is essential to the patients and clients that we serve and your membership in the state association is invaluable. The innovation, creativity and vision of our

membership strengthens our collective voice.

Never has a strong collective voice been more crucial than during this time when so much is unknown. We could have never envisioned the impacts that the Coronavirus (COVID-19) pandemic would have on our daily and professional lives. It has been a time of much unknown and uncertainty, but what has held constant is the value of KSHA and its ability to remain steadfast with our vision for the Commonwealth and our ability to take action when necessary. KSHA continually monitors legislation, policy and directives that impact the professions, so that we can advocate for our membership and for those we serve. The vision and actions taken by KSHA and our members during the COVID-19 pandemic have been crucial to allowing service delivery and ensuring best practice. We truly took the theme from this year's Convention and put it into practice. When life as we knew it changed in an instant, our members took today's vision and turned it into tomorrow's reality. I believe the patients and clients we serve across the Commonwealth are very appreciative of the changes made to ensure that they have a voice in the current world we live in.

It has been said that Leadership is the ability to transform vision into reality, and that is exactly what the members of KSHA do. We are from diverse backgrounds and offer diverse opinions but we all stand together to ensure that decisions are made in the best interest of KSHA's members and the individuals we serve. I am humbled to have been in this position to witness the hard work being done and to be a part of the team as we set the *PACE* for the profession and lead with vision in action. 

From the Convention Committee Co-Directors

Tina Brock and Donna Goodlett-Collins



Kentucky Speech-Language-Hearing Association



Today's Vision, Tomorrow's Reality! The 2020 KSHA Convention is in the books and was a great success! Because the Convention Committee, the Presidential Leadership Team and the Craven Management Group shared a VISION to bring our members a Convention with traditional excellence in speakers and activities along with new events that included Spirit day, new additions to the Empowerment Zone and the Tailgate, the REALITY of the convention proved to be an exciting time of learning, fun and fellowship for all!

After our Wednesday evening of Ethics, Supervision, and other engaging sessions, our keynote speaker, Matt Bellace, started our Spirit Day, Thursday, with laughter and lessons for mindfulness. Then, as the week progressed, the speakers and sessions, as well as poster sessions, offered learning opportunities that brought new insight and information on a variety of topics that greatly benefited our speech-language pathologists and audiologists! By Saturday, the Convention wrapped up with engaging sessions that opened opportunities for interprofessional collaboration and even included an opportunity to learn more about equine therapy at the Kentucky Horse Park. The Phonak sponsored Audiology Luncheon with speaker Katheryn Pegan and the Awards Luncheon with speaker Jeff Walz allowed for valuable information and a great celebration of our professions.

Sprinkled into our learning opportunities throughout the week, fun and energizing activities and events that included Spirit Day, the Tailgate, the Silent Auction, the Golden Brain Competition, and the

opportunities for fitness breaks were highlights of the Convention! These activities succeeded in providing our attendees with opportunities to network, relax, reflect, engage in some fun competition and remind us that although our professions are specialized, goal-directed vocations that require continuing growth and professional development in order to make a positive impact on our clients who rely on us, it's important to have fun and find joy in celebrating the bond of our mutual support, strength and camaraderie which is a mainstay of the Kentucky Speech-Language-Hearing Association.

It was an honor to serve as co-directors of the Convention. We were honored to work alongside a great team of professionals to bring our members and attendees what we hope is a long-remembered experience of continuing education and enjoyment. We hope you are excited for the opportunities that await us at the 2021 KSHA Convention in Louisville, Kentucky! 

Empowerment Zone

At this year's 2020 KSHA Convention, we were very excited to see the return of the Empowerment Zone. The Empowerment Zone is a one-stop shop for honing invaluable—and actionable—leadership and advocacy skills. The Empowerment Zone was highly attended and saw members connecting with KSHA's Executive Council members to learn more about KSHA initiatives and ways they can get involved to set the PACE in the profession. We appreciate the many members who also took the time to write letters to legislators advocating for key legislation that impacts the profession. These letters help raise awareness of what we do and greatly improve our advocacy efforts in Frankfort. We enjoyed our time with you in the Empowerment Zone and hope you will stop by next year to find out what is new with KSHA!



Communication for the Community

Mary Grace Starks, MS, CCC-SLP
KSHA Publications Chair



Have you seen them? If you're following any social media groups for speech-language pathologists, augmentative and alternative

communication or school-based therapists, then I am sure you have! Core communication boards for playgrounds are popping up everywhere and I LOVE it! The Murray-Calloway County community, in western Kentucky, has hopped on the trend.

I work with preschool-aged children and have completed many different trainings with my preschool teachers and instructional assistants on core vocabulary, aided language stimulation and using communication boards with all students to help increase language skills. In the last three to five years, we have noticed a significant increase in children who were pre-verbal or

had limited functional communication skills, so our entire preschool staff needed some training on how to help these students. To figure out how to be more productive, we needed direction. I had mentioned to one teacher, Gwenda Wilhelm, about how cool it would be to have a core communication board made for our city playgrounds ... and she agreed! Once Gwenda got her husband, Steve, who currently serves as the director of maintenance at the Murray-Calloway County Parks, on board, everything moved so quickly. Steve was easily convinced of the need for our community. After all, his wife was a preschool teacher and had been telling him for years about the needs of the students she works with. Gwenda and I worked on a draft communication board. Upon inspection, he asked if we could include some messages that were more specific to the Murray-Calloway County parks. Once all parties were happy with the draft

communication board and we included the copyrights from Tobii Dynavox, Steve took it to a local sign company, received an estimate and took it to the city park board for discussion and hopefully approval. When it came time to discuss the communication boards, Steve received unanimous approval from the park board to put up not one, but four communication boards at all of our parks in the city! We developed short, easy to read instructions to help users understand how to use the communication boards with others. Steve is currently working with the sign company to get all of the communication boards constructed so they will be ready to install once the parks reopen. For more information on the specifics of this process, please feel free to contact Steve Wilhelm at sngwilhelm@att.net or Gwenda Wilhelm at gwenda.wilhelm@calloway.kyschools.us.



KSHA Social Media

Mary Grace Starks, MS, CCC-SLP
KSHA Publications Chair



Throughout the past year and a half, your KSHA social media team has been working hard to increase our presence on social media platforms.

As an association, we understand this is how many of our members receive and share information. We, as the social media team, are vigorous in our attempts to share pertinent information, KSHA's advocacy efforts and other important messages related to audiology and speech-language pathology across the state of Kentucky. KSHA frequently receives requests to post job opportunities or continuing education events. As a reminder, we do not post job opportunities to our social media platforms. However, we do offer a robust career center for both the employer and



the applicant. You can find this feature on the Community tab of the website. To advertise a CE Event, simply complete the CE event form at ksha.info/index.php/ce-event-submission/.

On a final note, we want to hear from you. If you have something you'd like KSHA to share via social media, please send it to jake.walker@thekidspotcenter.com. We look forward to hearing from our members! 🇺🇸

Poster Competition Winners

The KSHA Committee on Higher Education sponsored a poster competition for students and professionals at the KSHA 2020 Convention in Lexington, Kentucky. The student award recipients are as follows:

- 1st place: Morgan Stephens (EKU)
- 2nd place: Rachel Barnes (UK)
- 3rd place: Baylee Lackey (WKU)

The professional award recipients are as follows:

- Lyn Covert
- Nikki Gaylord



KSHA 2020 Awards Luncheon

Michele Zaparanick-Brown

On February 21, 2020, KSHA Convention attendees gathered to applaud the efforts of three people who have made a difference to individuals with speech, language, hearing and/or swallowing disorders. Their achievements will inspire us to bring about change to our own personal and professional communities.

Brenda Mueller Scott, MA, CCC-SLP, received the Honors of the Association Award for her dedication to our field, specifically in the area of craniofacial anomalies. Brenda has worked in a variety of settings, mentoring many clinicians along the way. She has served as an adjunct lecturer, publicity chairperson for KSHA and as founder and director of Face Forward Kentuckiana.

Tommy Evans, AuD, was awarded the Johanna B. Hancock Award for his outstanding dedication and service to the KSHA membership. For many years, Tommy has helped to support and strengthen the audiology membership by volunteering to coordinate the audiology track at Convention and by acting as the ASHA Audiology Advisory Councilor on the KSHA Executive Council.

Gwenda and Steve Wilhelm, recipients of the KSHA Certificate of Appreciation, were instrumental in the installation of communication boards in all of the city parks in Calloway County, Kentucky. From assisting in drafting the communication board to presenting the project to the city park board, Gwenda and Steve were involved every step of the way!

As a community of care providers, KSHA would like to extend our thanks and appreciation to Brenda, Tommy, Gwenda and Steve for their dedication to

-serving others. Because of their expertise and hard work, the lives of many have improved. 🇺🇸



Gwenda and Steve Wilhelm, KSHA Certificate of Appreciation winners



The University of Louisville won this year's Praxis Bowl competition making them back to back champions!



Brenda Mueller Scott, MA, CCC-SLP, Honors of the Kentucky Speech-Language-Hearing Association Award



Western Kentucky University won #kshacon2020's first ever Spirit Day competition. Their spirit photo had the most "likes" on all of KSHA's social media platforms. Thanks to everyone who participated!

Stanley and Steckol Award Winners



Lindsay Crafton is the recipient of the 2020 Steckol Memorial Fund Scholarship. She is currently a first-year graduate student at Murray State University. She graduated with her bachelor's degree from Murray State in 2019. During her undergraduate career, Lindsay served as the NSSLHA president, was a member of the Honors College and participated in the 2019 Tri-Alliance Advocacy Day in Frankfort. Lindsay presented her undergraduate thesis *Investigating Disparity Between Females and Males Diagnosed With Autism Spectrum Disorders* at the 2019 KSHA Convention and is now continuing her research for her master's thesis. As a graduate student, Lindsay has had practicum experience in preschool and clinical settings.



Nicholas Brock is the recipient of the 2020 Stanley Memorial Fund Scholarship. He is a native of Florence, Kentucky and graduated from Eastern Kentucky University in December of 2019 with a Bachelor of Science degree in communication disorders. He hopes to pursue graduate school in the fall of 2020 to obtain a master's degree to become a practicing speech-language pathologist. Nicholas is interested in continuing his research in transgender voice and communication therapy and he hopes to begin research on other various communication disorders while at the graduate level. He dreams of one day becoming a professor and shaping future speech-language pathologists.

Using 5 Minute Speech in School Based Speech Therapy

Kayla Redden, MS, CCC-SLP, KSHA Secretary



What is 5 Minute Speech?

5 Minute Speech is a service delivery model that school-based speech-language pathologists are adopting as a

way to provide articulation therapy to students on their caseload or for students participating in Rtl for articulation. It does NOT require you to purchase a specific product, tool or program, although there are some commercially available items if you decide to go that route, such as Speedy Speech and 5 Minute Kids.

Why Does This Service Delivery Work?

The purpose of 5 Minute Speech is to provide short, frequent, intensive (and individual) sessions. The service time does NOT have to be only 5 minutes. There is no research that says 5 minutes is the magic number for this service delivery model. Depending on your student, you may choose anywhere from 5-15 minutes for these sessions. Therefore, it's flexible enough that you can continue to individualize service times for each student.

How Do I Write the Service Times in the IEP?

The good news is, you have flexibility in writing your minutes. You can write minutes weekly, monthly, quarterly or yearly—whatever you're required to do! You may write your student's minutes as 10 Minutes, 3x Per Week or 15 Minutes, 2x Per Week or 5 Minutes, 12x Per Month ... the possibilities are endless!

How Do I Work These Students Into My Schedule?

I schedule a block of time three days a week to see my 5 minute students. How large of a block of time you will need will depend on how many students you are seeing. Also, allow a few minutes of transition time during this block as well. For example, if you have four students receiving 5 Minute Speech

(5-7 minutes each) and they are all down the same hall, you should be able to schedule them all in a 30 minute time block. However, if your students are at opposite ends of the school from each other, be sure to take that time spent walking across the school into account.

Which Students Can I Use This With?

You are not limited to single-sound error students. You can use this service delivery model with almost any student with any speech sound error(s) of any age, but I would stick with students who easily learn through drill. Preschool may not be the ideal population for this service delivery model.



For example, you may use this model with:

- Students with single-sound errors, including students working on /r/.
- Students with multiple-sound error students.
- Students working on phonology. (Works with the Cycles Approach!)
- Any age (K-12), working on any level (isolation-conversation).

What Activities Do I Use With These Students?

One of the best parts of 5 Minute Speech is that it does not require much planning. My iPad holds all of my flashcards, reading passages and conversation starters. Most of the apps I use allow me to track data on them, so I do not need anything extra to write on. I use my iPad with students of all

levels—isolation through conversation carryover. My favorite apps are Articulation Station Pro (Word-Reading Levels) and Little Stories Pro (Reading-Conversation Levels).

How Do I Keep My Students' Privacy?

Typically, when you think of 5 Minute Speech, you think of students being pulled out into the hallway for the world to see, which may cause concern with Family Educational Rights and Privacy Act (FERPA) and confidentiality. However, these students do not have to be seen in the open hallway. You may see students at a back table in their classroom, in an empty classroom nearby (library, conference room, another classroom, etc.), at their desk (if it's not during silent work in the classroom) or behind a partitioned area of the room or hallway, if available.

What Results Might I See?

Personally, I've seen the following results:

- Increased attention and engagement within tasks.
- Increased ability to recall their speech goals.
- Increased number of productions per session (~50-100 at word level).
- Decreased distractions and frustrations.
- Decreased time missing class (~15 minutes per week, versus typical 60 minutes).
- Faster progress and faster dismissals!

So, if you are struggling with finding the right service delivery model for your articulation students, or you are just wanting to try something new, give 5 Minute Speech a try! You may find the solution you've been looking for. Feel free to contact me with any questions you may have about implementing this service delivery model. I'm happy to help you find a way to make 5 minute speech work for the students at your school! kayla.redden.slp@gmail.com. 

Tri-Alliance Legislation Day

Cali L. Sills, MS, CCC-SLP
KSHA SEAL



On Tuesday, February 4, 2020, KSHA, along with KOTA and KPTA, participated in the annual Tri-Alliance Legislation Day at the Capitol in Frankfort. Speech-

language pathology and audiology students from Brescia, Eastern Kentucky University, Murray State University, University of Kentucky and University of Louisville met with legislators to discuss current bills affecting our profession. These included House Bill 218 (Interstate Compact/Telehealth) and House Bill 217 (Audiology Licensing) from the current session and House Bill 168 (Equitable Stipends for National



2020 Student Advocacy Event

Certification, accepted without funding) from the previous session.

The day began early with current KSHA president, Lacey Back Lane, speaking to the committee while students listened in on the progress of these bills. Past President Kelly Kleinhans, trained students on the legislative process in Kentucky and how to advocate at the state level. Government Affairs/PAC Chair, Kellie Ellis, arranged for students to meet with legislators from their regions in order to gain support for our bills and our profession.

Although many students expressed nervous energy prior to meeting with representatives and senators, all the nerves were relieved by the end of the day. "I was anxious at first, but I soon realized that it is my responsibility now to advocate for the future of my profession," said Eastern Kentucky

University graduate clinician Amanda Murphy. The legislators were very welcoming and already knowledgeable about our bills. Future speech-language pathologists and audiologists were empowered when the legislators shared personal anecdotes of how our professions affected them personally.

Many willingly offered their support.

- The 2021 Tri-Alliance Legislation Day will occur in early February next year. Please make plans to attend; you can change the course of your profession!
- If you are interested in further advocacy training (and CEUs), please consider joining the next iKAN cohort that will also begin in February 2021.
- For the latest information on these bills or to find out who your legislators are, visit <https://legislature.ky.gov>.



Representative Travis Brenda (District 71), Carly Weiglein, Mariah Rosanbalm and Jordan Hearne

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You can always check out the current and past editions of the **KSHA Communicator** online at <http://ksha.info/index.php/communicator>.

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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.



Life Between the Utterances

Leigh Anne Roden-Carrier, PhD, CCC-SLP



Dr. Leigh Anne Roden-Carrier is a Clinical Associate Professor at Western Kentucky University where she teaches, advises and supervises in the campus clinic.

She also works for First Steps and does PRN at the Medical Center in Bowling Green. In her spare time, she enjoys writing about the various experiences she has with clients, parents/caregivers and students. In future publications, the Communicator will be featuring her writings in this column, "Life Between the Utterances."

Layers

April 17, 2019: Today was hands-down the highlight of my career. It overshadows all the other peaks: completing my doctoral degree, getting hired at WKU, being promoted, winning the CHHS Faculty Award for Excellence in Teaching. All of it. Name anything I have done and there is nothing that outshines what happened today.

It has to be every parent's dream for his/her child to be "normal" in the way that the world defines that word, which translates into: "My child will do everything in every way every child who has come before him has done." There is this small human who will come wrapped up with a pretty bow and just do life like a boss.

You know how you've watched those videos of people giving gifts where the recipient has to unwrap several layers of packages before getting the real gift? It usually starts with a big box, continues with a multitude of smaller and smaller packages and eventually ends with a tiny one that holds "The Precious" (for any of you LOTR fans).

That is the reality for so many of the families with whom I work and the best way I can describe what WE do as a team of students, families and therapists. If you continue to tear

away every layer of paper, you finally get to the absolute best gift you could have ever imagined. It can take only days, many months or even years. The moment the last bit of paper is torn away and the recipient sees the contents - that moment when time literally stands still and pure, blatant, tears-creeping-in-the-back-of-throat happiness engulfs the person.

That happened to me today. Get ready, y'all. Here is the story of how:

In the fall of 2015, this present entered my life.

Layer One: He loved Skittles and rice bins and a squishy cupcake toy. These were the initial keys to getting him to understand and appreciate the value of communication. I talked with Mom and Dad and it went something like this: "Our ultimate picture-perfect goal is for Andrew to be a vocal communicator, but if that's not what works for Andrew, we have to put something in place to help HIM tell us what he wants and needs. We have to work with what is picture-perfect for him. I know this isn't ideal, but it can be a bridge. And if vocal communication isn't for Andrew, we are already working towards what is for HIM." I threw in some of the important research out there to support this idea, and, with gentle coaching and encouragement, Mom and Dad were fully on-board.

Layer Two: We introduced pictures as a means of helping Andrew tell us what he wanted. At home, this started with a picture of a toilet. In therapy sessions, this came in the form of presenting pictures of Skittles and rice bins and the squishy cupcake toy and letting him select and give us what he wanted to receive. He quickly realized the connection between the pictures and the objects. We expanded his home repertoire of pictured items to include toys and foods and places and people and his dog. One day, Mom and Dad came in and said, "You know, we are running out of room on our picture

board at home," to which I responded, "Then it's time for something more."

Layer Three: We piloted an augmentative and alternative communication device we had at our clinic. Translation: an iPad with an app with pictures that talked when pressed. Andrew would have none of that. When placed in front of him, he would push it to the side and "Andrew-ease" (Mom's terminology for his vocalizations when he really likes or really doesn't like something). He REALLY disliked the iPad as evidenced by the tone in his Andrew-ease voice. Yet, we followed my mantra of being "persistent and consistent." Andrew didn't appreciate my persistency or my consistency, but we continued. And this 9.5 x 7.31 inch device that talked when pressed became the most beautiful voice I have ever heard.

Layer Four: With time, Andrew's resistance to using the talking device waned. When presented with things we knew he REALLY wanted, he would stare intently at the screen looking for the match to the item and then ... he started to take his long, thin finger to press the screen of the iPad, which subsequently caused it to speak the desired item's name. As with the physical pictures, he quickly realized this might be something he would need. He stopped pushing the iPad away from him and, instead, started looking for it. I cried the first time this happened.

Layer Five: So here is this thin box that talks and gets Andrew these amazingly cool things he wants. But what happened when he was required to use his "talker" to do academic or non-preferred tasks that immediately got him nothing he wanted or needed? The answer to that is simple. Nothing. Nothing happened. He would look at the screen of colors or animals and likely thought, "There are no Skittles or rice bins or squishy cupcake toys. This is basically useless." We started using a token system where he could see he needed to answer a question

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Life Between the Utterances

Continued from pg. 9

by using his talker and then he could get whatever amazingly cool thing he wanted. That kid would kill for a Skittle, but we still had to provide a lot of support to get him to the right folder and the right picture and the right answer. He would look to us for guidance, yet we wanted him to be more independent. We were so close to the gift, and I felt like I was ripping too hard at the next layer.

Insert the moment when I knew he understood the importance of his voice.

They came for therapy one day and Mom said, "He was acting like he didn't feel well and was just not himself. I asked him what was wrong and he went to his "Body Parts" folder and said, "Ear." I called the doctor's office and told the person who answered that I thought he had an ear infection because he told me on his talker." The receptionist asked Mom if she was sure that was what he meant.

He went in for an appointment and, y'all, I was never so happy to hear a child had an ear infection. I cried again because it was the moment I knew that Andrew knew this 9.5 x 7.31 inch device was legit.

Layer Six: We were persistent and consistent. Andrew was also persistent and consistent. If there was something he really wanted, he was all about using his talker. If there was NOT something he really wanted ... well, thank you, next. I started going into his sessions and pushed him a little harder. I told Mom and Dad, "I'm going to push him and he may [will] resist or get upset, but we've got to continue to help him understand the importance of his talker and what it can get him." During a recent session with his clinician, he was being super uninterested and 'playing' around by selecting intentionally incorrect responses to, "What color is this?" in the story they were reading. I KNEW he KNEW because he could select what color balloon he wanted at the drop of a hat. Yet, here he was,

namby-pambying around and selecting EVERY SINGLE LAST color except the right one. I went into the therapy room and said (in my most serious "Mom" voice), "Andrew. First learn, then bubbles. What color is this?" He *immediately* selected the correct answer. Over the past few weeks, I noticed a change in his understanding of what his talker really meant for him.

The past four years I have shifted seamlessly in my mind from one extreme to the other. Gently peeling away the layers of the paper surrounding Andrew's voice to aggressively tearing into the next layer like a kid at Christmas. The greatest lesson I have learned is that we had to meet him where he was at each layer of his communication journey. We had to be persistent and consistent, but we also had to wait for Andrew to be ready.

Layer Seven: We have this fancy video recording equipment in our clinic so I can sit in the comfort of my office and watch more than one session at a time. Today, I started watching the other 3:00 pm session happening at the same time as Andrew's, but I could still see what was going on in his room. I glanced to his session and quickly noticed his immediate navigation to the correct folder to answer Question One and his student clinician praised him with a high-five and a token. Then Question Two. High five. Token. Question Three. High five. Token. I muted the other session and focused on Andrew. Question Four. It was a little more difficult as the picture on his talker wasn't close to the answer to the question as pictured in the book they were reading. The student clinician guided him to the general location of the correct answer. He found the answer. High five. Token. Question Five. High five. Token.

I'm telling y'all. I jumped out of my chair so fast to run to him because he's never been so willing and so accurate. I entered the therapy room to congratulate him for getting all his questions correct. My celebratory mood was temporarily

deflated when the clinician said there was one more question.

Student: What color is the basket?

Me: That may be a little more difficult because the basket is kind-of different colors (a muddled pink with hints of gray).

Student: I bet he is going to name the animal in the basket. (It was a baby chick.)

Andrew (hearing the word "Animals") selects: Categories -> Animals -> Pig

Me: Well, it's the same color as a pig.

Andrew (hearing the word "Colors") selects: Categories -> Colors -> Pink

Translation = the highlight of my career as depicted in this photo.

Cue the high fives all the way around. Token. Hugs.

I don't think I have ever been so overcome with emotion in a therapeutic session in my life. Delete. I know I have never been so overcome with emotion in a therapeutic session in my life.

Can y'all guess what happened next?

It washed over me like a river breaking a dam. We opened the present – The Precious – and Andrew willed us to do so. His voice, in the form of this 9.5 x 7.31 inch device, produced the most beautiful sound waves my ears have ever received. Over the course of the past four years, he presented himself as this bow-topped package with layers and layers of paper and sat back and watched as we peeled away each one. He was persistent and consistent as he waited for us to meet him where he was. And is. And will continue to be for what I know will be many, many years to come.

When he said "Pink" today, I had to excuse myself from the therapy room.

Because, yet again, this tiny package of boy with his very special voice had brought me to tears.

And I cried.

Note: Parental permission was given to share this story. 

STAR Update

Renea Sageser, MS, CCC-SLP
KSHA STAR



It is hard to believe that it's 2020. What does 2020 mean to you? Are you the kind of person who establishes a "word" to

live by for a year? That's me- I'm that person. My word for this year is "FIERCE," which means having or displaying an intense or ferocious aggressiveness. Sometimes, I am not as aggressive as I need to be to get items accomplished. Over the past eight years, I have been representing the state of Kentucky as the STAR-State Advocate for Reimbursement for ASHA. What does that mean you ask? Basically, my job is to work with the state government to address reimbursement issues regarding Medicaid for speech-language pathologists and audiologists. Let me just tell you that this has not been an easy task. It has been a very trying task that has taught me patience and perseverance. I know as the Kentucky STAR fierce is a quality that one should possess. However, it hasn't been one that I have always been comfortable with. I'm looking forward to this year and focusing on my "ferocity" growth.

STAR Update: Over the past few years, we have been working diligently with our lobbyist Kate Wood Hall. Together we have been able

to educate the state on important regulation changes. Telehealth has made great progress at the state government level over the past year. Currently, if you are a medicaid provider, you are able to bill and receive the same reimbursement rate as if you provided an in person session. If you are interested in being a provider or providing these services please make sure and familiarize yourself with KY Medicaid Regulation, 907 KAR 3:170. Providers must bill place of service "02" on the billing form when submitting payment. I am currently working with Medicaid Telehealth Workgroups on committees to help establish policy development and review of federal and state laws for coverage and reimbursements. Keep your ears and eyes open if you are interested in this for your practice. Some other issues that we are currently working on at the state level include compact licensure for speech-language pathologist, occupational therapists and physical therapists to operate in multi-states (HB 218). We are also working on (KRS 304.17A-235) to help protect contracts and changes with MCOs. Several changes at the state level with the new governor. MCOs- RFP went out and came back in. We hope to hear who is going to be awarded the new Medicaid contracts sometime in April.

ASHA: In January, the STAMP, SEAL and I worked with ASHA to present

to ASHA Presidents, our roles and responsibilities and ideas to improve at the state level. This was a great way for others to hear about KSHA's amazing advocacy efforts and strides that we are making at the state level. One of the new items that is making headlines in our profession is transgender voice. This is starting to be a big topic in areas on if it should or should not be covered for therapy. What are your thoughts on this? Currently, Hawaii and California are the states seeing most of this. Another item is working with children with complex needs. There is a new Federal Register request for information about handling services for children with complex needs. Have you had any experience with coordination of care for this population? ASHA has recently asked us these questions to help them. Please feel free to contact me at renea.sageser@gmail.com if you have any information to share.

So, as you can see, with all that has been going on at the state and national level, it takes a certain level of ferocity to accomplish big goals! We are moving the *PACE* forward and I'm blessed and excited to be a part of this ride. I want to challenge each of you to have perseverance in whatever you do to move the *PACE* forward for the state of Kentucky and our profession. I can assure you that your perseverance too will pay off. 

Better Hearing and Speech Month



Each May, Better Hearing and Speech Month (BHSM) provides an opportunity to raise awareness about communication disorders and the role of ASHA members in providing life-altering treatment. For 2020, ASHA's theme is **Communication at Work**. ASHA has revised its plans for BHSM to reflect the impact of the COVID-19 virus. All consumer/public resources will now be topical to the coronavirus and will feature guidance for preventing or managing communication disorders at this challenging time. Go to www.asha.org/bhsm/ for resources.