

the **KSHA** Communicator

a publication of the
Kentucky Speech-Language-Hearing Association



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KSHA Office

838 East High Street
Suite 263
Lexington, KY 40502
T: 800.837.2446
F: 1.888.729.3489
kshaoffice@ksha.info

www.ksha.info

Kleinert Earns 2013 DiCarlo Award

Jane O'Regan Kleinert, PhD



The American Speech-Language-Hearing Foundation has just announced that Jane O'Regan Kleinert, PhD, Associate Professor in the Division of Communication Sciences and Disorders at the University of Kentucky, has won the 2013 Louis M. DiCarlo Award for Recent Clinical Achievement. The DiCarlo Award recognizes an individual's significant accomplishments in the advancement of clinical service in speech-language pathology and/or audiology. Each year one recipient is chosen from among individuals nominated by state speech-language-hearing associations.

Dr. Kleinert was nominated for the development and implementation of the Teaching Age-Appropriate Academic Learning via Communication (TAALC) project, a state/federally funded grant from the State Personnel Development Grant

(SPDG) in the commonwealth of Kentucky. The project began in 2009 and continues to the present. The primary purpose of the project is to ensure that all students with the most significant disabilities and complex communication needs have communication systems in place in order to participate in the academic curriculum in the public school setting.

Dr. Kleinert received her award at the American Speech-Language-Hearing Foundation Founders Breakfast at the American Speech-Language-Hearing Association's annual convention in November. Please join us in congratulating Dr. Kleinert for this recognition for her outstanding contributions to clinical service delivery for students with significant disabilities.

This award marks the fifth time in the award's 29 year history that a Kentucky nominee has won the DiCarlo Award.

- 2013 Jane O. Kleinert
- 2002 Carol Hustedde
- 2000 Sandra Tattershall
- 1992 Linda Fairchild (Peavie) Gregory
- 1988 Jo Lynn B. Drury

Judith L. Page
Chair, KSHA Honors

The Current Agenda

- Promote collaboration between KSHA and invested partners such as KOTA and KPTA.
- Encourage involvement from members throughout the state and utilize technology tools to allow easier involvement.
- Advance Kentucky's role among state association peers as the leader of state organizations
- Pursue lobbying efforts on behalf of students, patients, clients as well as SLPs and audiologists at the local, state and national scene



Data is Our Livelihood President's Message

Tim Ball, MA, CCC-SLP

As clinicians and therapists we are constantly focused on information and data. We use data to drive our therapy and treatment. We analyze the data to investigate and plan our interventions. We report the data in terms of progress information goal attainment. Data is our livelihood, without it, we don't know where we've been and we certainly don't know where we are going.

As an association of professional members, KSHA must look at data too. We are constantly reviewing the numbers of our membership to not just give us a head count, but to tell us a little bit about who is doing what in our state.

When I first got involved at this level with KSHA, I wasn't expecting some of the data that I discovered. Now, as a member of KSHA throughout my 20+ years in the field, I knew our association was doing a lot of good things and was strong. What I didn't know, was to what extent, KSHA is a leader on a national level, in regards to state associations. I'd like for everyone to do this, take a look at your *ASHA Leader* publications. Each month, in the *ASHA Leader*, there is a profile of a state association. If you get a chance to look at some of that information, it is certainly startling to sometimes see that states who easily have twice (or more) the population of Kentucky, and seemingly have, many more economic and commercial vitality, struggle to have even half of the membership that KSHA currently enjoys. Our

membership of school-based SLPs alone (currently more than 1,050 members and growing!) is more than twice the entire membership of some state associations. I think that is data worth celebrating!

When we look at that data to see where we've been, we can thank the many dedicated men and women who volunteered their time, effort and energy to work to make KSHA what it is today. The countless hours that have been put in over the years spent serving on committees, holding offices and making those important decisions, have all paid off. KSHA is stronger now

Data is our livelihood, without it, we don't know where we've been and we certainly don't know where we are going.

more than ever before. We have people from Pikeville to Paducah and all points in between on board. These folks are rolling up their sleeves and working hard to keep KSHA moving forward.

Just as that data has shown us where we have been, these hardworking professionals are using it to tell us where we need

to go. The membership data that we have analyzed has shown us that we can do some things better - such as communication with our 1,600+ members. We are moving in an age of instant communication exchange in our society. KSHA is getting on board with this by emphasizing our social media outlets (i.e., Facebook, Twitter and possibly Text Alerts) to be more effective and efficient with the membership. Most of us already do it in all other aspects of our lives; we just need to incorporate it into our association.

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President's Message

Continued from pg. 2

We will soon have a complete overhaul of the *KSHA Communicator* with an emphasis on clinical practice, research findings and resources for members. More of a professional journal, rather than a group newsletter.

We are also reaching out to other organizations in which we have a shared interest (such as the KY Physical Therapy Association and KY Occupational Therapy Association) to advocate on behalf of all therapists.

We are realigning the Officer and Executive Council positions to better meet the needs of the membership by having a Vice President of Schools Services, VP of HealthCare, and VP of Higher Education. These officers will work directly with members throughout the state and can be the liaison with policy makers in Frankfort.

As you can see, there are a lot of great things going on with KSHA. What is equally exciting is the fact that we

always want involvement and input from the membership. Serving on a committee, holding an office or simply sharing your insight about how to make things better, is always welcomed and appreciated.

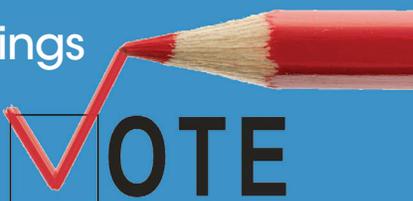
I'm proud to be your President, but I'm even more proud to be a member of KSHA.

Tim Ball

KSHA President

Executive Council Openings

Make a Difference by Joining the Executive Council Team



Interested in helping to guide the future of KSHA and representing your fellow colleagues on important issues within your profession? Then consider running for office. KSHA has become a strong organization due to the many volunteers that have stepped into an Executive Council position and taken on a leadership role.

KSHA 2014 members will have the opportunity to select the next Board members for the following positions:

- **President-Elect: three-year term**
Shall work with the President and Past President to provide leadership, guidance and support to all Executive Council members to ensure the direction and all goals which are in the best interest of KSHA and all KSHA members, are addressed and/or achieved.
- **Treasurer-Elect: two-year term**
Shall work with the Treasurer to develop, monitor and administer an annual budget adopted by the Executive Council.
- **Secretary-Elect: two-year term**
Shall work with the Secretary to take the meeting minutes and provide a written report of such meetings.

- **Vice President of Schools Services: two-year term**

Shall advocate for SLPs, audiologists, and the students they serve, as well as function as an information resource on school-based issues.

- **Vice President of Healthcare: two-year term**

Shall monitor issues related to healthcare funding, including early intervention, Medicare, Medicaid and private insurance and provide information and advocacy to members and consumers.

- **Vice President of Higher Education: two-year term**

Shall promote developments in higher education, including increasing student advocacy and supporting student research projects.

Candidate Requirements:

- Able to serve a multi-year term. All Terms Begin August 1, 2014
- Must be a KSHA Member who is a Full or Full Life Member and is in good standing
- Must be able to attend Board Meetings

Those interested should notify KSHA President, Timothy Ball at tball41@windstream.net and the KSHA Office at kshaoffice@ksha.info.



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.

In the Spring Issue, we'd like to talk about topics on the MEDICAL side of our profession.

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 today!

KSHA Salary Supplement Funding Advocacy Project Update

Background

In Kentucky's regular legislative session in 2010, House Bill 376 was passed awarding school-based speech-language pathologists and audiologists possessing a Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) or certification from the American Board of Audiology a \$2,000.00 salary supplement. House Bill 376, or the "Salary Supplement Bill," provided certified school-based speech-language pathologists and audiologists with the same monetary benefit as salary supplements awarded to teachers holding National Board Certification. Despite the passing of House Bill 376, funding was not included in the Kentucky's biennial budget of 2010 or 2012. Thus, at present, House Bill 376 "permits" local school districts to award speech-language pathologists and audiologists the salary supplement, but does not require them to do so. Consequently, additional advocacy is needed to secure funding for House Bill 376 to ensure all of Kentucky's speech-language pathologists and audiologists receive a salary supplement that acknowledges the rigor of their clinical training.

Advocacy Update

As you are aware, KSHA received an ASHA State Personnel Grant to fund advocacy efforts. As described in the Spring 2013 edition of the **KSHA Communicator**, KSHA's Salary Supplement Funding Advocacy Project included three targeted outcomes. A summary of KSHA's progress in advocacy is described below:

Survey of the Membership. Completion of an electronic survey of KSHA's membership to gain current information regarding the provision of salary supplements across school districts was the first targeted outcome of the 2013 State Personnel Grant. Surveys were distributed electronically during the spring and summer months of this year. Analysis survey results reveals the large majority



Special Committee Members (County of Residence):

Jo Abbot (Fayette County); Jackie Allen (Scott County; employed in Franklin County); Sheila Castle (Carter County); Tammy Cranfill (Pulaski County); Velora Cross (Clay County); Holli Deckler (Ohio County); Kristi Dixon (Letcher County); Kellie Ellis (Madison County); Rebecca Fortson (McCracken County); Melanie Lord (Warren County); Chastity Oaks-not pictured (Barren County); Linda Payne (Kenton County); Cindy Smith (Bullitt County); Laura Stone (Scott County); Kellye Vincent (Fayette County)

of survey respondents (91.7%) do not receive a salary supplement. 5.7% of respondents receive a salary supplement less than \$2,000 and 2.28% receive a salary supplement that exceeds \$2,000.

Targeted Advocacy Plan: Advocacy Workshop and Day. The second outcome of the KSHA Salary Supplement Advocacy Project was completion of an Advocacy Workshop and Advocacy Day. A special committee of KSHA members (please see photograph caption above for list of committee members) was selected to participate in the Advocacy Workshop and Advocacy Day on August 25-26, 2013. The group selected consisted of KSHA members across congressional districts in the state who expressed interest in participation in the electronic survey, as well as KSHA members who are constituents of legislators charged with creating Kentucky's 2014 budget. During the Advocacy Workshop, KSHA Lobbyist, Patrick Jennings, and KSHA Past President, Kellie Ellis, provided professional development on advocacy. During the Advocacy Day, special committee members visited state legislators at Kentucky's capital to advocate for funding. Special committee members reported responsiveness from their Legislators. In fact, no special committee member reported that their legislator voiced direct opposition to the request for funding. Additionally, a legislator from Fayette County requested to have a meeting with

KSHA in December to further discuss the issue. However, some committee members reported that their legislator expressed that it may be difficult to secure funding during a time in which several groups are requesting monies.

Grass Roots Advocacy Plan: The final targeted outcome of the KSHA Salary Supplement Advocacy Project entails completion of telephone conferences and distribution of email blasts to notify KSHA members of how to advocate for funding of House Bill 376 in their own communities. The telephone conference will last 35 minutes and will be offered on numerous dates and times. KSHA members will receive information regarding how to contact legislators and how to advocate for funding of House Bill 376. "Talking point" documents for use in discussions with legislators will be distributed. Please look for email blasts about the dates/times of the telephone conferences. Please contact Kellie Ellis at kellie.ellis@eku.edu with any questions.

Conclusion

I am pleased with KSHA's advocacy work on this project thus far. The overall success of our attempt to secure funding for the Salary Supplement Bill will depend upon the responsiveness and engagement from all KSHA members.

Kellie C. Ellis, PhD, CCC-SLP

KSHA Past President,
PAC/Governmental Relations Chair



Potential Changes in Evaluation of School-Based Speech-Language Pathologists

In the midst of an era of accountability in today's public schools, use of value added assessment (VAA) has become increasingly more prevalent. Prompted by federal education policies and initiatives (i.e., No Child Left Behind Act, Race to the Top), VAA seeks to measure the connection between teachers' contributions and students' academic performance. In other words, educators are thought to "add value" if students' demonstrate academic growth on various measures, including standardized test scores.

Because speech-language pathologists contribute to student growth in unique and different ways, VAA through utilization of instruments designed for classroom teachers can present a challenge for school based speech-language pathologists (SLPs). In fact, many educational SLPs report being evaluated with assessment tools designed for teachers and being evaluated by administrators with varying degrees of knowledge of communication disorders. To accurately reflect SLPs responsibilities and contributions to education, ASHA has developed and promoted use of the Performance Assessment of Contributions and Effectiveness (PACE) instrument as

a method of VAA for school based SLPs. The PACE includes a requirement for a "portfolio" containing a self-evaluation, work samples, interventions, progress reports, and IEPs. Additionally, the PACE includes an observation of the SLP by another qualified SLP, who possesses knowledge of the requirements and demands of school based practice in speech-language pathology. For more information, the PACE document can be found on ASHA's website at <http://www.asha.org/advocacy/state/performance-assessment-of-contributions-and-effectiveness/>.

As noted above, many states have developed VAA tools for teacher evaluation. In fact, the Kentucky Department of Education developed the new teacher evaluation system called the Professional Growth and Evaluation System (PGES). The PGES is currently being piloted in many school districts. The timeline for full implementation of the PGES with all teachers in Kentucky is the 2014-2015 school year. Recently, the Kentucky Department of Education initiated the process to develop the PGES for Other Professionals (PGES-OP) with the goal of piloting the PGES-OP during the 2014-2015 school

year. In recent months, the Kentucky Department of Education formed a committee of professionals representing SLPs, occupational therapists, physical therapists, library media specialists, school counselors, school psychologists, school nurses and family service workers to participate in the development of the instrument. Tim Ball, KSHA President and SLP in Rowan County Public Schools and Sherry Hoza, the ASHA State Education Advocacy Leader (SEAL) for Kentucky and SLP in Jefferson County Public Schools are representing KSHA on this committee. KSHA's representatives are knowledgeable of the PACE and hope to use it as a guideline for development of a meaningful, objective professional evaluation tool for SLPs in Kentucky's schools. Please look for updates in future issues of the **KSHA Communicator**.

Kellie C. Ellis, PhD, CCC-SLP
KSHA Past President

Sherry Hoza, MA, CCC-SLP
KSHA SEAL



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Connect With KSHA

Visit the KSHA website, www.ksha.info, and make sure your KSHA Account 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 account 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 read the **KSHA Communicator**.

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

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Exploring Collaboration Patterns Between School-Based Speech-Language Pathologists and Music Teachers



Pathologists and Music Teachers

There are many aspects of music and speech-language pathology that can be used in conjunction for clinical purposes. Music teachers are often just seen as such, teachers of music. Rarely are they seen as collaborators in the special education realm. However, music teachers often have a strong musical training, in which they can help the speech-language pathologist (SLP), that may have a weak music background, incorporate music into the therapy sessions. Vocabulary, pragmatics, receptive and expressive language skills can all be targeted using music, particularly singing. The music teacher could be consulted for specific songs, musical techniques and training for the SLPs so that they have the tools and confidence necessary to use music in therapy. The music teacher could also be consulted for generalization purposes.

Method

The researcher, an undergraduate researcher at Eastern Kentucky University, used the KSHA's listserv to administer a brief web-based survey to its members that are SLPs and work in the schools. This produced a convenience sample of 103 surveys. The questions asked the SLPs about their current collaboration practices and how open they would be to collaborating with music teachers.

Results

The data revealed that there is a considerable range of variation among current collaboration. The setting of the collaboration, the professionals that the SLPs were collaborating with, and the purpose of the collaboration were varied. The data revealed that most of the respondents are collaborating with other professionals at different times throughout the school day. Respondents reported collaborating during the time

periods before school (52.4%), during their planning time (60.2%), while children were in the classroom (46.6%), during lunch (31.2%), after school (62.1%), during schedule meetings (69.9%), and other times (17.5%). Less than half (49.0%) of the respondents reported collaborating on a daily basis, which was the most frequently chosen response. The majority of respondents reported lack of time as the reason why they did not collaborate more frequently. Almost one fifth of the respondents reported a lack of openness among other professionals as a reason why they did not collaborate more frequently.

The majority of respondents reported using pull-out as their primary setting for service delivery (64.2%). When asked about their satisfaction with their current service delivery, the majority of respondents reported that they were content with where they delivered services (64.1%). The majority of respondents reported that they would feel very comfortable working with the music teacher in their building (41.7%). The majority of respondents reported that they would feel very favorable towards working with the music teacher in their building if it benefitted the children on their caseload (55.3%). When asked whether students would benefit from having the music teacher included in Admissions and Release Committee (ARC) meetings, the majority of respondents neither agreed nor disagreed (50.5%). When asked whether students would benefit from having the music teaching included in the execution of the Individualized Education Plan (IEP), the majority of respondents neither agreed nor disagreed (34.0%).

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Exploring Collaboration Patterns

Continued from pg. 6

Discussion

While the data indicated that most SLPs would be open to the idea of working with the music teacher in their building, there also seemed to be some apprehension about collaborating with music teachers in the music classroom, as the majority of respondents did not feel comfortable entering the music classroom. This could be related to personal anxiety regarding music, especially music performance. While music teachers may have a general pedagogical background, they may not have had any special education training. Many music teachers want to be able to work with the children that receive special education services within their classroom, but they often feel like they do not have the requisite training to do

so (Scott et al., 2007). The SLP can help the music teacher understand how to approach the children that receive special education services while they are in the music classroom.

In conclusion, all professionals, particularly the SLP, have a responsibility to ensure that the unique needs of each child are being met. While the music teacher may not always be an applicable resource, the SLP should not discount the contributions that the music teacher could add. Collaboration between the SLP and the music teacher could utilize different styles, but the selection of the approach should be dependent upon the needs of the child.

Selected References

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Candace Moberly

Eastern Kentucky University

Join KSHA



Christie LaCharite and Tina Brock
Co-Directors of the 2014 KSHA Convention

Join KSHA and Register for the Convention soon!

We're looking forward to seeing you March 5-8, 2014, in Northern KY!

*Creating Opportunities ...
Impacting Lives!*



Jump on board and join KSHA by December 31, for great Convention savings!

Obtain valuable information for CEUs.

Involve yourself in making decisions at the state level.

Navigate new technology through Facebook and Twitter.

Keep up to date on research based practices.

Share what you know with colleagues and clients.

Hang out with good friends and colleagues when you come to the 2014 Convention.

Always remember to support your state association because they support you!



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Upcoming Events

December 2013

Membership Renewals

Deadline

December 31, 2013

January 2014

KSHA Convention

Early Registration Deadline

January 22, 2014

February 2014

Spring *Communicator*

Deadline

February 1, 2014

March 2014

KSHA Convention

Covington, KY

March 5-8, 2014