



# SWOSHA Newsletter

Southwestern Ohio Speech, Language & Hearing Association

Volume 33, Issue 4

February, 2007

## President Message 2006-2007

It is hard to believe that it is already February and hopefully Spring will be here soon. The Fall Workshop with Barbara Bloomfield was a HUGE success despite her travel nightmare which included lost luggage and supports for the workshop. She brought in many SLP's in the region and all of the evaluations were very positive. Barbara had some wonderful information to share with us on working with children with Autism and she is very enjoyable to listen to. We are now in the process of planning the Spring meeting and stay tuned as we will also be sharing information about the Fall workshop in 2007.

We are very excited about the Spring Meeting and would love for you to join us. This year the meeting will be held at Montgomery Inn, in Montgomery on Tuesday April 17, 2007 from 5:30-7:30. The theme to the event will be "Celebrate the Crossroads of Your Career". We will enjoy an evening of honoring colleagues, networking, and of course food, fun and friends. If you are able to join us, contact Karyn Kern-Lazear at [karyn.kernlazear@hcsc.org](mailto:karyn.kernlazear@hcsc.org) or you can look on to our website [www.swosha.org](http://www.swosha.org) for more information. We hope to see you there.

In several weeks, our Nominations committee will be getting together to encourage you to take a position on Executive Council. I would like to encourage you to get involved in your organization. Personally, I have had the opportunity to serve as Vice Director and Director of Professional Services, President Elect and now President and have thoroughly enjoyed being a part of this organization. The time commitment is minimal and the benefits are

great. Here are a few of the benefits that you will experience by serving SWOSHA;

- The opportunity to work with other colleagues that you don't see on a day to day basis.
- The opportunity to have input in the Professional Development that we offer at our Fall workshop.
- The opportunity in planning the Spring Meeting.
- The opportunity to make a difference in our profession.
- The opportunity to ensure that the needs of the Speech/Language Pathologists and Audiologists are met in the South Western region.

Please consider getting involved in SWOSHA. It is a decision that you will never regret.

Sally A. Demmler, M.S. – CCC- SLP

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# **Bilingual Spanish Audiology Sources Mini-grant**

*By Gloria E. Valencia*

## **Purpose**

This purpose of this grant was to lay a foundation for a regional Bilingual Spanish Audiology and SLP resources for patients, their families and their Audiologists/SLPs to access when Hearing, Speech and Language services are required.

## **Goals**

- \* Provide information to the Hispanic Community on how an Audiologist/SLP can help them and how to identify issues that require their services.
- \* Provide some resources to assist the Audiologists/SLPs in their practice when working with bilingual Spanish patients.
- \* Stimulate imaginative and creative thinking regarding the exploration or adaptation of new developments in the field of Audiology/SLP.

## **Phases:**

1. Order from ASHA educational and informative brochures, posters, videos & handbooks available in Spanish.
2. Compile and list most of the Spanish & bilingual (Spanish-English) Audiology/SLP resources, including: therapy materials, games, books, web-pages, trainings, and others.
3. Attend at least two of the Hispanic Health Fairs held in Cincinnati, such as SU CASA (Hispanic Ministry) and Price Hill Recreational Center.
4. Design and e-mail a survey to all of the Audiologists and SLPs members of SWOSHA. The survey will help to identify member needs, and qualify some of the long-term benefits for those who serve the Hispanic Community.
5. Elaborate a letter directed to all the Audiologists and SLPs members of SWOSHA. This letter should be mailed with examples of the Spanish brochures obtained in Phase # 1, and the list of resources recollected during the phase #2.
6. Design a Spanish Power Point Presentation about hearing conservation and prevention of hearing problems. This educational tool will be available upon request, and could be presented to Hispanic parents of preschool children.

# **Bilingual Spanish Sources in Audiology Mini-grant: Progress Report**

*By Gloria E. Valencia*

I would like to start by thanking **The Southwestern Ohio Speech, Language and Hearing Association** (SWOSHA) for selecting and funding this mini-grant proposal in ***Bilingual Spanish Resources in Audiology***. The purpose of this mini-grant was to lay a foundation for a regional resource tool for Hispanic patients accessing Audiological and SLP services, for their families and their audiologists

The mini-grant was designed based upon the expressed need for supporting professionals, in our case, Audiologists and SLPs to provide effective and culturally relevant services for the Hispanic Community. These issues should be addressed not only in health care settings but also in schools, private practice, professional conferences and research efforts. It is believed that "access to information" (including materials for families and patients) would better support good practices when serving Hispanic families. Therefore, one of the intentions of this mini-grant was to gather that information and make it accessible to those interested.

According to Bopanna B. Ballachanda (as quoted here by Lynn) "Without increased knowledge of the language and culture of the patient, clinicians will not be able to provide adequate and appropriate services to patients from the immigrant population who are linguistically and culturally different. The early concept of patient-oriented evaluation and services has changed to family-centered approaches (Lynn, 1998). These changes have brought a new type awareness and recognition that an Audiological -and Speech-Language evaluation without due respect to cultural and linguistic variations can be incomplete and ineffective"

The Hispanic population has more than doubled since 1990. The nation's Hispanic population reached 41.3 million as of July 1, 2004, according to national estimates by race, Hispanic origin and age released by the U.S. Census Bureau. Among many other difficulties, this group is estimated to have limited access to health care services, more

likely related to limited use of English. Numbers in the Tri-state do not differ from those in the general US population. Furthermore, the Hispanic community in our immediate geographic area is considered in great need of receiving information regarding Audiological & SLP assessment, intervention and counseling.

The initial phase of this project included the identification and classification of most of the Spanish and Bilingual (Spanish-English) materials available for Audiologist and SLPs, such as books, articles, handbooks, videos, brochures, research reports, and web links, among other. A representative number of professional literature was found nationwide.

After these sources were identified and listed, resources from this mini-grant were used to purchase some of the informational and educational brochures published, mostly by ASHA, that were considered adequate for reaching the general public. The ASHA Spanish brochures, pamphlets and posters bought were displayed at Health Community Centers, local churches and other institutions where there is a representative Hispanic Participation.

During the third phase of the project, **SWOSHA** sponsored and participated in two Hispanic Health Fairs held in Cincinnati: SU CASA Hispanic Center on April 23, 2006, and Price Hill Recreational Center on May 21, 2006 (See pictures). These two events were a great opportunity to display the posters and the brochures. In addition, materials were distributed to patients seeking specific audiological services (hearing aids, newborn hearing screening, etc). Along with these informational/educational efforts, we performed 16 Hearing Screenings to a wide range of ages.

The Hispanics that participated in these screenings were pleased to receive the information in Spanish since they could build more confidence between clinician-patient/client. They better understood the directions of the exam allowing us more time for counseling. People also showed more interest in the posters, which were summarized before being displayed to assure that they will center their attention on certain topics such as Noise, hearing conservation, how an Audiologist can help them,

and how their children talks and hears, among other things.

The last three phases of this project will be developed in the future, and will be directed primarily to Audiologist and SLPs. The following three steps will include: a survey designed and intended for all **SWOSHA** members; this survey will assist us with the identification of common needs and expectations for acquiring these resources in addition to getting to know their opinions about how they provide or would like to provide their Hispanics patients with the most important information in their own language. Other relevant aspects will be included as well.

Following the survey, a letter will be directed to all members. The letter will include some samples of the Spanish brochures obtained through the mini-grant, as well with an enclosed list containing the Spanish Bilingual resources recollected during the first phases of the project.

Finally, a short Power Point presentation in Spanish will be designed. This PPT will address issues of hearing conservation and prevention of hearing problems. This educational tool will be available upon request, and could be presented to Hispanics parents of preschool and school age children.

I hope that this effort will impact the daily practice of Audiologist and SLPs always being aware that it should not stop here and that it has to continue striving for the goal of better access to “best quality services”.

*Once again thanks to **SWOSHA** for the great support.*

*Acknowledgments to Connie Szymczak, M.A. CCC-A. (Aud. Student), and to Ruben Diaz, M.A., SLP CCC-A (Doctoral Student) who revised some of these contents. Many thanks to **Family Hearing and Hearing Aids by Thoma & Sutton**, who made available staff and equipments for both Health Fairs.*



Mr. or Mrs. \_\_\_\_\_

Address \_\_\_\_\_

The Hispanic population has dramatically increased during the past 20 years. We see more Hispanic individuals in our work setting every year. Some of our colleagues SLP and Audiologist from **SWOSHA (South Western Ohio Speech-Language and Hearing Association)** have expressed the need for accessing and disseminating information about communication disorders and prevention issues in languages other than English.

Our professionals have encountered many barriers when delivering services to non-speaking English clients and their families. Language differences, lack of translated materials -for educational and counseling purposes, lack of medical insurance, and cultural differences, are listed among some of the barriers.

Being a certified Audiologist, fluent in Spanish, I am motivated to apply for this mini-grant on ***Bilingual Spanish Audiology Sources*** and to be able to support my colleagues of **SWOSHA**. The mini-grant purpose is to provide accessible sources to assist the SLPs and Audiologists in their practice and stimulate imaginative and creative thinking regarding the exploration or adaptation of new developments in the field of a diverse population.

There are many sources that we would love to review, however our busy lives and professional occupations don't allow us to review them in-depth. Enclosed you will also find a list of some of the sources I selected for you --from hundreds of sources available-- that you may review as needed. I don't want the exploration of this new field to become overwhelming for you. Other materials may be provided upon request.

Enclosed you will also find some Spanish brochures and useful information compiled or purchased through this mini-grant. Please feel free to share them with your colleagues and clients. You may also post them in your patient waiting room or simply hand them out during the consultation for educational or counseling purposes.

Thank you to all of those **SWOSHA** members who responded to the survey via e-mail. For those who deleted or lost it for any reason and now changed their mind and would like to take 10 minutes of your valuable time to reply. Please send an e-mail to [legev@fuse.net](mailto:legev@fuse.net), and I will re-send the survey. The results of these surveys and the results of the mini-grant itself will be published in the upcoming **SWOSHA** newsletter but your participation will remain absolutely confidential.

I appreciate your time, and congratulations to all of you that are willing to enhance your professional horizon and become more effective and linguistically sensitive to diverse populations.

Sincerely,

Gloria E. Valencia  
Audiologist  
Member of SWOSHA  
Coordinator of Bilingual Spanish Audiology Sources Mini-Grant



## SWOSHA Mini-grant Bilingual Spanish Audiology Sources

**SANTA MARIA COMMUNITY SERVICES** This agency located in Cincinnati provided local training and consultations in 2006 about the following:

- The cultural Competency
- Working with interpreters
- Introduction to Medical Interpretation
- The Understanding Hispanic/Latino Culture
- Health Educational Workshops
- Life in the United States

### Audiology Free materials:

English Version	Spanish Version	Source
* SPEAKING for Myself (video/10 min.) * dreams SPOKEN here (Video/20 min.) * dreams SPOKEN here (Video/60 min.) * MAKE a joyful noise (handbook only)	"Hablo por mi mismo" "Aquí se habla en sueños" "Aquí se habla en sueños" "Haga un ruido alegre"- Manual para padres de niños sordos y con problemas de audición.	Contact information: <a href="http://www.oraldeafed.org">www.oraldeafed.org</a> , Phone 1-877-ORALDEAF, Fax: 1-877-672-5889
* The ABCs in Early Intervention.	"Los ABCs de la Educación Temprana"	
Parent information About Universal Newborn Hearing Screening (Brochure)	Información para los padres sobre la Prueba Universal Auditiva para recién nacidos de Ohio	From Bureau of Early Intervention Services. Infant Hearing Program. Contact information: Phone: (614) 644-8389; E-mail: <a href="mailto:beis@gw.odh.state.oh.us">beis@gw.odh.state.oh.us</a> ; <a href="http://www.ohiohelpmegrow.org">www.ohiohelpmegrow.org</a>
"Sounds of the life" Parent video on UNHS in Ohio (Video)	"Los Sonidos de la vida"	
Rehabilitation Service Commission brochures	Comisión de servicios de Rehabilitación de Ohio	RSC Public Affairs Contact: 1-800-282-4536 Voice/TTY

### Hearing Aids Manufacturer brochures:

English Translation	Spanish Version	Source
Better hearing, better life	"Mejor Audición es mejor vida"	Siemens 1-800-766-4500
Two ears are better than one	"Dos oídos son mejores que uno"	Siemens
Hear and listening: ear function and possible causes of a hearing loss	"Oír y Comprender" Cómo funciona el oído y posibles causas de una pérdida auditiva	Phonak 1-800-777-7333
Counseling for hearing aids users; Guide for family and friends without hearing problems	"Consejos para la comunicación con usuarios de audífonos" Una guía para familias y amigos sin problemas de audición	Phonak
Humans have two ears. Listening Naturally	"El hombre tiene dos oídos" Oír naturalmente	Phonak

- When you order Hearing aids for your Hispanics clients, ask your manufacturer if they have Spanish "User Guide Manuals" available.

### Audiology and SLP Materials from Catalogs:

English Version	Spanish Version	Source
Noise: Bad for your hearing, Bad for your (Brochure)	Ruido: Malo para su audición, malo para su salud	ASHA
Audiologist: Hear for a lifetime (Brochure)	Los Audiólogos: Ayuda al alcance de todos	ASHA
How does your child hear and talk –(Brochure)	¿Qué tal habla y oye su hijo?	ASHA
Communication for your lifetime: Speech, Language, and Hearing in the Older Adult (Brochure)	Comunicación para toda una vida. El habla, el Lenguaje y la Audición de la persona de edad	ASHA
Newborn Hearing Screening (Brochure)	La Audición del recién nacido	ASHA
Learning two Languages (Brochure)-	El niño y el bilingüismo	ASHA
<i>¡Infórmese!</i> Are Spanish brochures published by ASHA in order to support practitioners and educate the general public on Speech, Language and hearing disorders. (Handbook)	¡Infórmese!	ASHA
How does your child hear and talk – POSTERS	¿Qué tal habla y oye su hijo?	ASHA
** Working with Interpreters to serve Bilingual Children and Families. Henriette Langdon, Ed.D. (handbook & videotape)	English Only	ASHA & Thinking Publications
** Collaborating with Interpreters and Translators – A guide for Communication Disorders professionals. Henriette Langdon, Ed.D. and Li-Rong Lilly Cheng, Ph.D.	English Only	ASHA & Thinking Publications
** Interpreters and translators in Communication Disorders. Henriette Langdon, Ed.D. (Two Volume Set books)		
Cultural Competence in Audiology Practice , Diane M. Scott, PhD and	English Only	ASHA

Ronald C. Jones, PhD. (Video- conference & Handbook)		
Speech Materials	Spanish List for SRT and Word recognition	Auditec™ of St. Louis Catalog
Speech Materials	Synthetic Sentence identification in Spanish (SSI-S)	Auditec™ of St. Louis Catalog
Speech Materials	Staggered Spondaic Word Test in Spanish (SSW-S)	Auditec™ of St. Louis Catalog
Speech Materials	Dichotic Word Listening Test in Spanish (DWLT-S)	Auditec™ of St. Louis Catalog
It's your hearing – Video Tape	It's your Hearing in Spanish	Auditec™ of St. Louis Catalog
Essential Spanish for SLP & Audiologist. Workbook & Quick Reference Dictionary	Español básico para Patólogos del Habla y del Language y Audiólogos & Diccionario	Super Duper Publications
Webber® Spanish Articulation Picture Word Book & CD-ROM	Libro Ilustrado de Articulación de palabras Webber®	Super Duper Publications
Webber® Spanish Phonology Cards	Tarjetas Fonológicas Webber® en Español	Super Duper Publications
Spanish Literacy Game	Mézcilas – Juego	Super Duper Publications
Webber® Spanish Articulation Cards	Tarjetas de Articulación en Español	Super Duper Publications & SLP
Big Photo flashcards & Spanish Photo flashcards	Tarjetas de vocabulario con fotografías	Super Duper Publications
The Osborne Book of Everyday Words in Spanish- Bilingual Matching Puzzles and Picture Book	Libro de Español Cotidiano Osborne	Super Duper Publications
Sort and Say™ Spanish Early Classifying	Vocabulario en Español para clasificar por Categorías	Super Duper Publications
Spanish Music CD and Activity Book		Super Duper Publications
Spanish Phonological Awareness Game	Viajando con Oscar™ Un juego del Conocimiento Fonológico	Super Duper Publications
Artic Calender Capers™ in English and Spanish for S. R. L and S/R/L Blends Book and CD-ROM	Calendario Capers™	Super Duper Publications
Spanish 216 Fold & Say™ WH: Question Scenes. Book/CD-ROM	Fold & Say® en Español	Super Duper Publications
Spanish SPELT test Languages		Super Duper Publications
Boehm-3 Spanish		PSYCHCORP™
CELF, CELF-3 , CELF-4, CELF Preschool Spanish	Evaluación del Language – Diagnóstico de desórdenes del Language	PSYCHCORP™
Bracken School Readiness Assessment (BSRA)	Bracken School Readiness Assessment (BSRA) Spanish	PSYCHCORP™
Bracken Basic Concepts Scale-Revised (BBCS-R)	Bracken Basic Concepts Scale-Revised (BBCS-R) Spanish	PSYCHCORP™
Cognitive Linguistic Quick Test (CLAT)	Cognitive Linguistic Quick Test (CLAT)	PSYCHCORP™
Pervasive Developmental Disorders Screenings Test-II	Pervasive Developmental Disorders Screenings Test-II. Spanish	PSYCHCORP™
Preschool Language Scale-4	Preschool Language Scale-4. Spanish	PSYCHCORP™
PrimerPASO	PrimerPASO	PSYCHCORP™
Sensory Profile	Sensory Profile. Spanish	PSYCHCORP™
Preschool Language Scale, 4 <sup>th</sup>	Preschool Language Scale, 4 <sup>th</sup> . Spanish	PSYCHCORP™
Spanish Phonology	Spanish	Thinking Publications
iOscar! –Spanish Flash Cards	Spanish	Thinking Publications
Assessment of Bilingual Learners. Language Difference or Disorders?	English only	Thinking Publications
Language Learning Everywhere we go	Spanish and English	Acad. Comm. Ass. (ACA)
Spanish Articulation Picture Resource	Spanish and English	Acad. Comm. Ass. (ACA)
The incredible City – Language Activity Kit	Spanish and English	Acad. Comm. Ass. (ACA)
Spanish Articulation Picture Cards	Spanish only	Acad. Comm. Ass. (ACA)
Basic Concepts for Language Learners	Spanish and English	Acad. Comm. Ass. (ACA)
Cultural and Linguistically Resource Guide for SLPs	English Only	Acad. Comm. Ass. (ACA)
Functional Literacy Workbook	English Only	Acad. Comm. Ass. (ACA)
Bilingual Language Picture Resource	Available in Six Languages	Acad. Comm. Ass. (ACA)
Famous Folk Tales Series	Available in Three Languages	Acad. Comm. Ass. (ACA)
Pictures for Teaching Spanish Speech Sounds	Oscar Spanish Flash Cards/Spanish Therapy	Acad. Comm. Ass. (ACA)
Teaching Spanish Speech Sounds/Drill for Articulation Therapy	English Only	Acad. Comm. Ass. (ACA)
Talk About Stories in English and Spanish	Spanish and English	Acad. Comm. Ass. (ACA)
Places Around Town	Spanish and English	Acad. Comm. Ass. (ACA)
Multicultural Students with Special Language Needs – Practical Strategies for Assessment and Intervention	English Only	Acad. Comm. Ass. (ACA)
Teaching Second Language Learners with Learning Disabilities	English Only	Acad. Comm. Ass. (ACA)
How to Speak American English	English Only	Acad. Comm. Ass. (ACA)
Speech and Language Assessment for the Bilingual Handicapped	English Only	Acad. Comm. Ass. (ACA)
Bilingual Speech-Language Pathology. An Hispanic Focus	English Only	Acad. Comm. Ass. (ACA)
Language Assessment and Intervention With Multicultural Students		Acad. Comm. Ass. (ACA)
Bilingual Language, Speech and Hearing Dictionary	Spanish –English	Acad. Comm. Ass. (ACA)
Bilingual Children with Communicative Disorders	English Only	Acad. Comm. Ass. (ACA)

Spanish Language Assessment Procedures (SLAP)	Spanish and English	Acad. Comm. Ass. (ACA)
Bilingual Vocabulary Assessment Measure	Available in four Languages	Acad. Comm. Ass. (ACA)
Spanish Articulation Measures (SAM)	For Spanish-Speakers	Acad. Comm. Ass. (ACA)
Spanish Test for Assessing Morphologic Production (STAMP)	For Spanish-Speakers	Acad. Comm. Ass. (ACA)
Bilingual Language Proficiency Questionnaire	Available in Three Languages	Acad. Comm. Ass. (ACA)
Bilingual Classroom Communication Profile-An Observational Screening Tool		
Dos Amigos Verbal Language Scales	Spanish and English	Acad. Comm. Ass. (ACA)
Test of Phonological Awareness in Spanish		Acad. Comm. Ass. (ACA)
Sourcebook for Speech and Language Assessment		Acad. Comm. Ass. (ACA)
Expressive and Receptive One-Word Picture Vocabulary tests	For Spanish-Speakers	Acad. Comm. Ass. (ACA)
Oral Images™ 1 and 2	Spanish	Interactive Therapeutics, Inc™
Swallowing Images™ 1 and 2	Spanish	Interactive Therapeutics, Inc™
SwallowGuide™	Spanish	Interactive Therapeutics, Inc™
The Critical Communicator™ -for kids, for maternity and Picture Communicator®	Spanish	Interactive Therapeutics, Inc™

\*\* These materials are directed mostly to professionals and were bought by SWOSHA though this mini-grant, furthermore, they are available to review upon request.

**Web Pages:**

- OSHLA Website: "Culturally Competent Audiologist". Practice Area: Audiology. Series of Mini-articles. By Gloria Valencia.
- OSHLA website: Information page for WCPO WEBCAST.
- My Baby's Hearing. *Spanish Version Available*. Boys Town National Research Hospital.
- Culturally Competent Family Support.
- National Center for Hearing Assessment & management (NCHAM)
- National Center for Cultural Competence. Georgetown University. *Spanish Version Available*.
- Bilingual Therapies. "From the Hart Column". By Dr. Hortencia Kayser.
- Gallaudet Research Institute
- Cultural Competent. ASHA Issues in Ethics.
- *ASHA Special Interest Division Newsletters*. Division 14: Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations. Includes Audiology and general topics as: Assessing Culturally and Linguistically Diverse Populations, Audiologic and Aural Rehabilitation Concerns, Bilingualism, LEP (Limited English Proficiency), and ESL (English as a Second Language), Deaf Culture and Multicultural Populations, Disabilities in Culturally and Linguistically Diverse Populations, General Issues and Multicultural Populations, Hispanic Americans, Linguistic Variations, among others.





**What is the difference between an Intervention and a Modification/Accommodation?**

**Intervention** = Alternative or supplemental *instruction* designed to help students meet performance objectives.

**Modification** = Alterations in work requirements or expectations designed to help the student have access to the classroom and be a more successful member of the classroom.

**Accommodation** = Alterations in physical environment, classroom procedures, or characteristics of materials (e.g. font size) designed to help the student have access to the classroom and be a more successful member of the classroom.

	<b>INTERVENTION</b>	<b>MODIFICATION/ ACCOMODATION</b>
<b>Purpose</b>	Increase skills or knowledge	Increase student’s access to the classroom
<b>Characterization</b>	Providing more and better instruction and practice	Altering expectations or environment t guarantee success
<b>Goal</b>	Help students to be more successful within the curriculum	Help students be more successful within the classroom
<b>Development</b>	Should be developed by a team	Should be developed by a team.
<b>Discontinue</b>	Discontinued after skills or knowledge is gained	No clear way to discontinue. Once expectations are reduced they usually stay low.

Modifications and accommodations are not inherently bad. Interventions, modifications, and accommodations are part of a teacher’s repertoire for dealing with diverse learners. Modifications and accommodations should be used for problems that cannot be changed by the school (i.e. physical disability). They should be used with secondary problems while interventions are being used on primary concerns (e.g. modify math homework while intervening with reading difficulties. Modifications and accommodations can be added to a plan, but should rarely be used alone. Below are some examples of interventions, modifications, and accommodations for common concerns.

<b>CONCERN</b>	<b>INTERVENTION</b>	<b>MODIFICATION/ ACCOMMODATION</b>
<b>Poor Spelling Performance</b>	Student reviews spelling words for 10 minutes daily with peer. While reviewing words he uses a Cover-Copy-Compare procedure.	Spelling list is reduced from 20 words to 10 (Modification)
<b>Inconsistent Homework Completion</b>	Student has a contract and incentive plan for increasing the amount of homework done.	Reduced amount of homework (Modification) or extended time to complete homework (Accommodation).
<b>Low Reading Fluency</b>	Student reads with a parent volunteer for 10-15 minutes three times each week, using Repeated Readings Strategy.	Materials are read aloud to the student (Accommodation).
<b>Frequent Off-Task Behavior</b>	Student self-monitors on-task behavior and then compares observations with classroom teacher’s observations. Incentives provided for increased on-task behavior.	Student seated in minimally distraction location within the classroom (Accommodation)

Resource: Taken from the West Clermont Local School District *Intervention Process Manual (2005)*. Reprinted from HCESC *Speaking of Language Fall 2006*.

## **NEW INCENTIVES FOR SCHOOL BASED SLPs**

The Ohio Department of Education approved significant funding to address the school SLP shortage. Some of the initiatives include:

### **1. New SLP Graduate Program Models:**

- a. Continuation of the current 3 year part-time **OMNIE distance learning MA program**. Two additional cohorts of 30 students will be enrolled in programs beginning in January 08 and January 09.
- b. **Internship Model:** a 3 year intern program will begin September 07 for up to 50 students. District administrators will apply for participation and will collaborate with ODE and OMNIE in identification of potential students. The first year of the program will require intense full time on campus coursework at one of the participating universities. ODE will provide **\$10,000 support to each student** during this first year. The 2<sup>nd</sup> and 3<sup>rd</sup> years will require the student to complete an “internship” in one of the participating districts. The student will be paid **\$25,000 plus benefits** during each of the “internship” years. The student will be required to complete three additional years in the district after completing this Master’s degree, totaling 5 years of school employment.

### **2. Sign On Bonuses:**

- a. OMNIE will provide financial incentives to **SLPs who accept employment in hard to staff public service districts** (i.e. Cincinnati Public). The school districts will go beyond traditional compensation to successfully attract and retain highly qualified clinicians. The bonuses will be offered to fill full time positions. District administrators will apply for the sign on bonus, verifying their “hard to fill” status. Selection of districts will be made in collaboration with ODE. For the 2007-08 and 2008-09 school years the sign on bonus will be **\$12,000 for a total of 61 applicants**. The SLP will receive \$2,500 in the first and second years and \$7,000 in the third year.
- b. A total of 35 **one time only sign on bonuses of \$4,000** will be available in hard to staff districts for 2007-08 and 2008-09.

For complete details on these NEW initiatives go to [www.omnie.org](http://www.omnie.org) or contact Nada Allender at [nada@ameritech.net](mailto:nada@ameritech.net).

Excerpted from: The Communicator: an OSSPEAC Publication Volume 12, Issue 2, January 2007

# SWOSHA's Spring Meeting

***Celebrate the Crossroads of Your Career:  
An Evening of Honoring Colleagues, Networking, Food,  
Fun and Friends!***

**Tuesday, April 17<sup>th</sup>**

**Montgomery Inn – Old Montgomery  
5:30 P.M.**

RSVP to Karyn Kern-Lazear by March 30<sup>th</sup>  
[karyn.kernlazear@hcesc.org](mailto:karyn.kernlazear@hcesc.org) or 521-8586



Numbers to know:



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

### Join SWOSHA today!

Tell your colleagues about us!  
Get a membership form online at [www.swosha.org](http://www.swosha.org).

Only \$35 to join. We currently have 145 members. New graduates get 1 year of free membership!

### SWOSHA positions for 2006-2007



- President:** Sally Demmler  
**Past President:** Erin Redle-Creach  
**President Elect:** Annette Cosgrove  
**Treasurer:** Molly Polasky  
**Secretary:** Emily Buckley  
**Nominations:** Gloria Turnbow, Phyllis Breen, Susan Givler, Gretchen Thomas  
**Membership:** Christina Yeager  
**Director of Continuing Education:** Cindy Speakman  
**Vice Director of Continuing Education:** Candy Rapping  
**Director of Professional Services:** Jo Manette Nousak  
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Southwestern Ohio Speech,  
Language & Hearing Association  
11083 Hamilton Ave.  
Cincinnati, OH 45231

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