

# SWOSHA Newsletter

Southwestern Ohio Speech, Language & Hearing Association

Volume 32, Issue 2

September 2006

## Exiting President's Message Final Message

I am amazed how fast time passes when you are busy and SWOSHA has certainly been very busy in 2006! Our spring meeting was a great success with almost 50 people in attendance. For the first time we held the meeting at the Montgomery Inn Conference Center and the environment was perfect to honor several award recipients. Scholarships were presented to Maria Behler, Catherine Brammer, Linda Checchio, and Holly Tegeder. Our first mini-grant was presented to Gloria Valencia who will use the money to improve awareness of speech and language disorders in the Hispanic community. Fluency Friday was also presented with a grant for future projects. And as if that were not enough, SWOSHA member Katrina Zeit was honored for receiving honors from OSLHA this year. She was recently elected President of OSLHA for 2007-2008. Congratulations Katrina!

Honors of the Association was presented to Carie (Chapman) Lewis. Carie has been the membership chair for the past 3 years and involved in SWOSHA for several more. She is also active with Fluency Friday. On behalf of SWOSHA I would like to thank Carie for all her time and effort and congratulate her on this award!

A special thank you to the presenters of the Frazier Water Protocol seminar held at the Drake Center in May including: Donna Scarborough PhD., CCC-SLP, Rose Chable, M.A., CCC-SLP, Kate Krival, M.S., CCC-SLP, and Anne McGrail, M.S., CCC-SLP. Thank you also to

Emily Buckley, Marilyn Baker, and Molly Polasky for all their organizational efforts!

I would also like to take this time to thank the members of executive council this year. Successfully completing all the activities and programs this year has been the collaborative effort of everyone on the council and I cannot thank you enough for your time and dedication. Speech pathologists in the area as well as our consumers are privileged to have such committed professionals!

There are already several activities planned for next year including the Katie Haumesser fundraiser event (September 22) and the Barbra Bloomfield continuing education seminar (December 1). As you can see SWOSHA is busier than ever. Please think about sharing some of your time to help our organization flourish!

Sincerely,



Erin Redle Creach, M.S. CCC-SLP

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## President Message 2006-2007

I would like to welcome everyone to another exciting year with SWOSHA. First, I would like to thank Erin Redle Creach and the entire Executive Council for a very successful year. With Erin's leadership, SWOSHA sponsored many successful events during the 2005-2006 year. My hope is to continue to be part of a successful organization.

I am honored to be serving as President of SWOSHA during the 2006-2007 year. Executive Council met in August and we discussed ways to better serve SLP's and Audiologists that work with all ages in all venues.

As stated in SWOSHA's mission we:

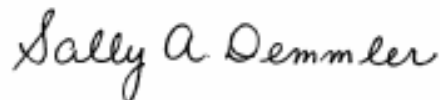
- **Provide opportunities for continuing education training.** As Erin mentioned in her letter, we will be hosting **Barbara Bloomfield on December 1, 2006** as she presents a workshop on working with the most challenging children. Please look for the brochure which will be sent out in a few weeks.
- **Expand communication systems to and among members.** We will continue to update our website ([www.swosha.org](http://www.swosha.org)) and we will also continue sending hard copies of our newsletters.
- **Interact with related professional and service groups and to develop marketing strategies to educate the public concerning issues relevant to our professions.** We will be providing networking opportunities so we can stay informed on issues relevant to our field.

Finally, I would like to take this opportunity to encourage you as a member of SWOSHA to get the most out of your organization. We are always looking for great people with great ideas to strengthen SWOSHA. Please encourage your colleagues that have not joined SWOSHA to visit our website and learn more about SWOSHA. In addition to the above mission, we will continue to provide the following opportunities through SWOSHA:

- Scholarships for students
- Mini-grant rewards
- Free year of membership for new grads entering the field or for professionals new to the area
- Membership Directory
- Summer Therapy Directory
- Partnership in community events such as Fluency Friday Plus and Sponsored Silence

We would love to hear your ideas on how we could better serve you. We have many opportunities for you to get involved with minimal time commitment. Getting involved with SWOSHA is a great way to mingle with other SLP's and Audiologists in the area and to do something positive for our field.

If you have any questions or suggestions, please call me at 674-4270 or email me at [sally.demmler@hcesc.org](mailto:sally.demmler@hcesc.org). We are looking forward to an eventful 2006-2007 year.



Sally A. Demmler, M.S. CCC-SLP

### Caseload and Workload in the Schools - Data Across the State

A statewide review of caseload size was collected using data from the 2003-04 and 2004-05 school years. Over 800 SLP's working in Ohio's schools contributed to this study. In addition 83 SLP's from across the state participated in an in-depth look at their work responsibilities for a week. Results indicated the following:

- 11% of SLP's in K-12 programs are seeing students in numbers greater than the maximum caseload of 80.
- 85% have caseloads below the maximum, with the average caseload size of 59.
- The +/- standard deviation range for school age SLPs is a caseload size of 43-75.
- For SLP's serving preschools the average caseload size is 40 (maximum 50) with a +/- standard deviation range of 27-53.
- Most SLP's spend 50% of their time in direct fact-to-face service to students, 24% of their time in activities related to compliance with federal and state mandates, 9% if their time in indirect service and 9% in case management activities.

If you would like to study your own workload and compare it to general practices in Ohio and elsewhere visit the ASHA website at the following address: [http://www.asha.org/members/slp/schools/resources/schools\\_resources\\_caseload.htm](http://www.asha.org/members/slp/schools/resources/schools_resources_caseload.htm). For more specific information about Ohio's study contact Terri Farnham at [Farnham.teresa@ncoserrc.k12.oh.us](mailto:Farnham.teresa@ncoserrc.k12.oh.us). (Reference: May, 2006 OSSPEAC Newsletter)

## The Frazier Water Protocol: An Introduction

Approximately forty speech-language pathologists met at Drake Center on April 29th to learn more about The Frazier Water Protocol. The five speakers discussed issues related to this protocol that was first introduced in 1984 at the Frazier Rehabilitation Center.

**Marilyn Baker** gave an overview of the program as it is used in the Louisville facility. **Rose Chable** spoke about how she and her team implemented a similar water protocol at Miami Valley Hospital in Dayton. She included MVH's criteria, as well as forms for chart audits and training materials. **Donna Scarborough, PhD**, assumed the role of devil's advocate and challenged the participants to consider some tough questions about accepting a practice that still needs much solid research to prove its safety. **Kate Krival** spoke about her experiences years ago at a skilled nursing facility in Florida where she set up a water program. She was quite candid in her retrospective look at what things she did then and might not repeat in today's climate. She reiterated the need for research to support our actions. Lastly, **Anne McGrail** spoke about the potential of a patient becoming dehydrated if sufficient amounts of thickened liquids are not consumed. She presented reasons why SLPs need to be concerned with a patient's hydration status and what we can do about it. She is currently researching whether there is a significant difference in fluid intake for patients on thickened liquids vs. those on thin liquids.

The seminar was made possible with the help of many people, including Emily Buckley, Molly Polasky, Erin Creach, Amie Leigh Reece, Deb McGraw, Emily Girtten, and Marilyn Baker. Thank you to our speakers and organizers.



The Frazier Water Protocol was presented by:

Top Row Left to Right:

Kate Krival, Donna Scarborough, Anne McGrail

Bottom Row Left to Right:

Marilyn Baker, Rose Chable

Photo submitted by Carol Kortecamp

The following information is not endorsed by SWOSHA or Drake rehabilitation center. This method is very controversial but for those who are curious...here is more information on the Frazier Protocol:

"After several years of a conventional dysphagia program, Frazier's swallowing management protocol changed dramatically. Concern over patient and family non-compliance with thin liquid restrictions both within the facility and after discharge led us to alter our protocol in 1984. Previously prohibited, oral intake of water became a major feature in both treatment and day to day hydration. Features of Frazier's program include the points listed below.

## **SAFETY OF WATER**

-Human body is about 60% water. Small amounts of water taken into the lung are quickly absorbed into the body pool.

-Unlike other liquids, water has a neutral pH. Water is free of bacteria and other contaminants and does not contain the chemical compounds found in beverages. Aspiration of other liquids can lead to respiratory infections and pneumonia.

-Water provides a safe means of assessing patients with thin liquids.

All patients (of any diagnosis) referred to Speech Pathology are screened for dysphagia with water sips.

-Water is safely utilized in daily treatment of thin liquid restricted patients. Water therapy permits better recognition of patient readiness for repeated videofluoroscopy and diet advancement.

## **HYDRATION**

-Free water consumption is encouraged for all patients and makes a significant contribution in hydration for many.

-The risk and cost of IV fluids should be decreased.

-Post-discharge surveys of Frazier dysphagic patients indicate water often is the primary means of hydration.

## **FRAZIER REHAB CENTER'S WATER PROTOCOL - WATER BETWEEN MEALS**

-By policy, any patient NPO or on a dysphagic diet may have water.

-All patients are screened with water. Patients exhibiting impulsivity or excessive coughing and discomfort will be restricted to water taken under supervision. Patients with extreme choking may not be permitted oral intake of water due to the physical stress of coughing.

-For patients on oral diets, water is permitted between meals. Water intake is unrestricted prior to a meal and allowed 30 minutes after a meal. The period of time following the meal allows spontaneous swallows to clear pooled residues.

-After the screening described above, NPO patients are often permitted water.

-Patients who are thin liquid restricted wear blue bands to communicate the liquid restriction to all staff. Typically, the band reads "No thin liquids except water between meals." All staff are oriented to blue bands and check for bands before offering liquids to patients.

-Water is freely offered to patients throughout the therapy day.

-Medications are never given with water. Pills are given in a spoonful of applesauce, pudding, yogurt, or thickened liquid.

-Family education includes emphasis on the rationale for allowing water intake. The guidelines for water intake are repeated by the Speech Pathologist, Dietitian, and Nurse during the education process.

## **COMPLIANCE**

-Complaints of thirst were frequently voiced prior to 1984. Patients reported thickened liquids did not quench thirst.

-Water eliminates thirst and patient complaints are now much less frequent.

-Many patients and families object to thickened liquids. Since water is an option, patients appear more likely to comply with the thin liquid restriction.

-Once home, preparation of thickened liquids often becomes burdensome. After days or weeks at home the family may tire of patient complaints and abandon thickened liquids.

-Availability and cost of thickening agents and/or prepackaged thick liquids may preclude patient compliance.

-Thick liquid preparation, in addition to other time and energy consuming patient care tasks can overwhelm families."

Janina Park-Oliver, M.S./CCC-SLP  
Speech Language Pathologist  
Mountain Land Rehabilitation  
Aux. Faculty-University of Utah

information taken from:  
<http://list.dysphagia.com/dysphagia/1999-July/msg00138.html>

# SWOSHA's Spring Meeting



Carie Lewis, Honors of the Association Recipient and Janet Coleman (Honors Chair)



Miami University Scholarship recipients: Linda Checchio (Left) and Holly Teger (right) with Dr. Kathleen Hutchinson (center)



Scholarship recipients: Linda Checchio (MU) and Holly Teger (MU)



From Left to Right-  
Top Row: Ruben Diaz, Jo Manette Nousak, Maria Behler (UC Scholarship Recipient), Nancy Creaghead  
Bottom Row: Phyllis Breen, Erin Redle-Creach, Susan Givler



Amy Ward, Christina Yeager (Membership Chair) and Leisa Lauck (Vice Director of Public Information)



Mimi-Grant Recipient Gloria Valencia



Patty Fisher accepting for Fluency Friday Plus

## Join SWOSHA today!

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

Only \$30 to join before October 1st, 2006. We currently have 211 members. New graduates get 1 year of free membership!

### OSLHA Liaison Report

The annual convention just concluded on Saturday, March 11, 2006. OSLHA celebrated its 60<sup>th</sup> anniversary! There were over 1100 pre-registered. Katrina Zeit from Cincinnati Children's Hospital received honors of the association for her work with the insurance initiative.

The GAC (Governmental Affairs Coalition) is watching the OT scope of practice law as it is open for revisions at this time. They are carefully watching for any changes related to dysphagia and cognitive rehab. They also remind us that the only way to effect legislative change is to support the legislators who have worked for us in the past. We should consider it part of our professional responsibility to contribute to the PAC (Political Action Committee) so they can acknowledge legislators with campaign donations. We need to encourage every individual to contribute – we have to pay to play!

The next issue of HEARSAY will focus on Neurogenic Communication Disorders. They are looking for members to review and write columns on this topic.

The OSLHA website hopes to offer job postings and allow members to post resumes. This aspect of the site will be managed by an outside third party. They are going to solicit bids in the near future.

The insurance initiative announced that many Anthem BC/BS plans will cover speech and hearing services for kids with developmental speech and hearing disorders.

Ohio's ASHA STAR (State Advocates for Reimbursement) rep received a grant to promote public awareness of speech, language and hearing problems. They hope to create a web cast with Cincinnati's channel 9 persona Michael Flannery, featuring recipients of speech, language and hearing services, talking about the benefits of services. They are seeking written testimonials from our clients. Please distribute the

testimonial forms to your clients!

There is likely to be no board consolidation. There is a bill on the floor that would keep the board system intact and re-establish funding for the next year.

There is pending legislation at the National level that would provide Medicare recipients with direct access to audiologists. Currently, they must be "referred" by a physician. ASHA is also working on legislation that would separate out Speech from PT in the Medicare B provider laws (this is different from the therapy cap).

Lastly, please look to your next issue (May, 2006) of Communication Matters for a summary from each caucus held at convention. You'll see the issues the membership wants OSLHA to address this coming year from the areas of Education, Health Care, Audiology, MR/DD, Private Practice/Non Profit and Supervision.

Submitted by: Molly J. Polasky

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)

The following information is not necessarily endorsed by SWOSHA

### **The Challenges of Language and Literacy**

By Robin E. Jones, M.A. CCC-SLP

With the current focus on literacy, Speech Pathologists are often called into cases to help unlock the factors that are keeping students from reading and writing. The skills we, as speech pathologists, have can often open doors previously locked for these students that were locked. One of our critical roles is being a detective.

I began my interest in literacy many years ago. While providing the traditional therapy to preschoolers, I began using children's book to work on phonological skills to add some motivation into my therapy. The excitement when that first preschooler had when he told me that he was able to 'read' all by himself had a profound impact on me. I developed with my colleague, Carolyn DeBoer, a set of unique books that provided many opportunities for my students to 'read'. In fact ten years ago, *Story Making: Using Predictable Literature to Develop Communication* was published. At that time there was little focus and research done in the area of literacy for Speech Pathologists. Yet I knew that what I was doing was making a great impact on my student's skills. Then five years ago, I wrote *More Story Making: Using Predictable Literature to Develop Communication*. This is when the research in literacy began arriving on the scene. The *Story Making* books focuses on using the well-known children's literature with predictable, repetitive phrases. The child-authored books can be used to develop phonological skills, articulation skills, and language skills. In addition, they can also be used to develop literacy skills. Strickland noted that we should look for occasions to engage our students in authentic writing tasks centered around predictable books. The re-readings and repetitiveness of the books help students focus on different aspects each time they are read. Researchers have found that children talk more about the story; make comments, rather than just ask or answer questions; focus responses on events, details, setting, and theme; and increase processing. The repetitiveness of the stories is especially great for apraxic students to allow the repetitive practice of oral motor movements. These students are learning to talk through 'reading'. The repetitive, predictable patterns provide the models that are easy for children to reproduce verbally and in written form.

One thing we do know is that reading to young children helps develop literacy skills. It is essential that preschool programs focus on the development of literacy skills. Goals should be written for this level even if the goal is just to attend to literacy activities. By Kindergarten the level is raised much higher than it ever used to be. The goal of many kindergarten programs is to have children write sentences with capital letters and periods by the end of the kindergarten, thus, making exposure to literacy in the preschool years critical. Taking books home is a great way to help to develop these skills. The opportunity to experiment with print and to relate print forms with speech acts is crucial to building literacy skills. Some kindergarten classroom teachers require that children are read to nightly and send home weekly reading logs. This is an activity that needs to start at the preschool level. One strategy is to use Boardmaker and/or Writing with Symbols to help children equate the written word with the picture. Many of the activities that Montessori programs do are wonderful for the preschool child as they provide a multisensory approach. The children actually get to touch the letters and work with the letters making the letters three dimensional. The sounds of letters are also taught in Montessori programs rather than letter names. As a result, many of these children learn to read in a very fun way and before entering kindergarten!

The field of literacy fascinates me. Some children learn to read with almost no instruction and others struggle with the greatest amount of intervention. As we begin to look at the components of reading, one area is phonological awareness where truly many children struggle. The Earobic computer program has been great to address many of these issues as well as incorporating many activities into literacy activities. It seems many of our children with phonological difficulties also have difficulties with the phonological awareness skills. Gillon suggests that students receiving phonological awareness intervention make significantly more gains in their phonological and articulation skills and reading abilities than students who participate in language intervention services without a phonological awareness component.

Many other children struggle with comprehension while reading. As speech pathologists, we often have goals that our children will respond to comprehension questions as many struggle with concepts and vocabulary. We teach strategies such as underlining, drawing pictures of what they read, and teaching key words. Yet when we look at comprehension, we tend to look at it globally and do not break it down into levels. Most goals we write do not have at what level children will demonstrate comprehension. Working closely with a reading specialist, you will find that most books are leveled. The Accelerated Reader program, Guided Reading, and Fountas & Pinnell all have leveled books that are very good for qualifying many of these goals. A great website is [www.readinga-z.com](http://www.readinga-z.com) where books, activities, and comprehension questions can be downloaded on a student's various levels.

I highly encourage collaboration with your reading specialist and resource room teacher so that you can work together and complement each other's goals. This way goals are carried over into other settings. It's wonderful! My reading specialist and resource room teacher will even focus on my phonology goals when doing other activities. As a result, the student makes gains faster.

Writing is another area that many of our students struggle. Some students can say things verbally yet cannot get their message down on paper. Handwriting without Tears by Jan Olsen is a wonderful program to help teach letter formation. This program has been adopted by many states. The concepts that are taught can be applied while doing any kind of writing. Occupational Therapists are wonderful resources for fine motor difficulties.

Long ago, students were given a topic to write on without many guidelines. This is very difficult. Students need parameters in order to write. Authors Westby, Secord, and Peck have cited the importance of story structure and storytelling in expressive language development both at the oral and written level. They need to practice storytelling by learning strategies (modeling, chaining, visualization, and scaffolding) and using organization materials that they link to story parts. Many rubrics can also be found to help students focus on specific areas of writing (organization, word choice, and sentence structure). Retellings are a great way to begin having the student write a beginning, middle, and ending.

Expanding and combining sentences also need to be taught. Marlyn Toomey's Expanding and Combining Sentences is a wonderful way to teach children to expand their sentences. This needs to be done verbally as well as in written form. Spelling is often a factor in being able to read children's paper. The strategy of chunking words into three or four letters, using color (markers), and writing the misspelled words 5 times in the chunked patterns with markers is always done in therapy with the words they are trying to write. They seem to remember the words the next week after this drill when they try to use them again.

At this time, I can't imagine doing therapy without focusing on literacy skills. After all, that is what my students are going to need to be successful in life. When children are able to read, the amount of language they take in increases significantly. If you look at many of the inmates in this country many were never given the gift of literacy. I look at other countries like Costa Rica that boasts about its 95% literacy rate. In this country, we have a 97% literacy rate. However, I really wonder if literacy standards for this comparison are equal. With the information age, we need our students to be proficient readers and writers at a significantly much higher level than just the basic level. We need to take a role in giving students the keys to unlock the doors to literacy so that no child is left behind.

For more information contact Robin E. Jones at:

|   |                      |
|---|----------------------|
| 252 Wenchris  | Miamitown Elementary |
| Cincinnati, Ohio 45215                                | 513-353-1416 Work    |
| Email: <a href="mailto:t80@fuse.net">t80@fuse.net</a> | 513-733-3686 Home    |

## Don't Forget to Renew your Ohio Board License

Your Ohio Board License must be renewed by **September 30<sup>th</sup>, 2006**.

The importance of renewing your license cannot be understated.

**No one may practice without valid licensure.** The fees for renewal have been dropped to \$100, however the late fee if received after September 30<sup>th</sup> is \$150. All late renewals must be completed before December 31<sup>st</sup>. Continuing Education requirements for renewal are 20 hours from October 1, 2004 until this year's renewal.

Ten of these hours must be in the licensing area (i.e. Speech and Language, Audiology). Professionals licensed after September 24<sup>th</sup>, 2004 will not be required to submit continuing education hours in order to renew. You can now renew online with the password mailed to you by the board. Just visit <http://www.slpaud.ohio.gov/> and click on license renewal. Note that Continuing Education must be completed by the time you renew your license.



It is important, and required, to keep your mailing address and business address current with the Board. You can update your address online with your username and password at <http://slpaud.ohio.gov/changes.htm> or notify the Board in writing or by email at [board@slpaud.state.oh.us](mailto:board@slpaud.state.oh.us).

### SWOSHA positions for 2006-2007

**President:** Sally Demmler

**Past President:** Erin Redle-Creach

**President Elect:** Annette Cosgrove

**Treasurer:** Molly Polasky

**Secretary:** Emily Buckley

**Membership:** Christina Yeager

**Director of Continuing Education:** Cindy Speakman

**Vice Director of Continuing Education:** Candy Rapping

**Director of Professional Services:** Jo Manette Nousak

**Vice Director of Professional Services:** Julia Augsburg

**Audiological Affairs:** Tammy Brown, Gayle Riemer

**Honors:** Janet Coleman

**Hospital/Clinic:** Kim Hicks

**Newsletter:** Deb McGraw

**OSLHA Representative:** Ann Slone & Molly Polasky

**Private Practice:** Linda Huntress

**Scholarship:** Open, Nadine Brooks (Stevie Lawler)

**School Affairs:** Jenifer Johnson

**Director Public Information:** Lesley Fette

**Vice Director of Public Information:** Leisa Lauck

**Marketing/Website:** Open, Deb McGraw

**Mentorship:** Open

**Publicity:** Open

**Nominations:** Gloria Turnbow, Phyllis Breen, Susan Givler, Gretchen Thomas

### New Evidence Based Practice Journal for SLP's

A new evidence based online journal EBP Briefs, have been developed. They are edited by Laura Justice. The first of four articles, Classroom Based versus Pull-Out Interventions: A Review of Experimental Evidence is available at <http://www.speechandlanguage.com/ebp/index.asp>. The bound journal with eight total articles will be available for purchase next year. In this study the authors reviewed current literature and found three studies which met their criteria. Two of the three studies found that classroom based interventions that involved team teaching in inclusive classrooms resulted in better outcomes for language impaired children from 3-8 years old, in the area of vocabulary. The third study showed no differences between intervention types. One study also found that the SLP led classroom in absence of the teacher was less productive than pull out therapy. While this is interesting it should be interpreted with caution due to the limited number of studies and evidence. However there is a bank of evidence based research which shows the strength of co-teaching. (Reference: May, 2006 OSSPEAC Newsletter)

Deadlines for the next newsletters: **November 1st, February 1st<sup>n</sup>, June 1st**. Please send submissions to Deb McGraw at [debbie.mcgraw@hcesc.org](mailto:debbie.mcgraw@hcesc.org).



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Language & Hearing Association  
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NON-PROFIT  
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PAID  
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CINCINNATI, OH



Please visit the SWOSHA website [www.swosha.org](http://www.swosha.org) to take a short survey about your continuing education needs. Tell us what topics you would like presented and who you'd like to come to Cincinnati.

## Save the Date for the Next SWOSHA Workshop!

**Title:** *Looking Ahead to What Counts: Ideas and Materials that Target Critical Communication Skills from Pre-school to High School to Beyond School*

**Who:** Barbara Bloomfield

**When:** Friday December 1<sup>st</sup>

**Where:** Drake Hospital

Registration Form: coming soon at [www.swosha.org](http://www.swosha.org)