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The OSHA Communicator is a publication of the Oregon Speech-Language and Hearing Association and is edited by OSHA Publications Chair Marcia Frost. If you are interested in submitting an article or advertising in the newsletter, contact the OSHA office at **503-378-0595** or [\*\*OSHAStaff@gmail.com\*\*](mailto:OSHAStaff@gmail.com).

# President's Message

**By Kathy de Domingo, OSHA President**



*Kathy de Domingo*

They say a “warrior gene” has been discovered, but have they found a “helper gene”? This thought struck me as I was walking my dog the morning after the 2016 OSHA Conference. I was pondering a question my daughter had asked me the previous evening about why I was so involved. My reflexive response was that it was just my nature to be involved and that it was important to give back. I went on to recognize that it was her nature as well, observing the many things she’s been involved in both in high school and now in the Army.

In that morning walk, I thought about the examples I learned from my own family and recognized that not only had I observed it in my parents, but in my grandparents as well. My maternal grandfather was a plumber and was part of organizing the first plumbers union in El Paso, Texas. My maternal grandmother, a nurse in the El Paso Public Schools, helped to establish the first Teachers’ Credit Union. My mother, who went on to be a banker, was always organizing something, from neighborhood potlucks, running a Girl Scout troop when I was a kid, to organizations she and my father are involved in now that they are retired; being involved is just who they are.

So back to the question, is there a gene for that? I Googled warrior gene and was reminded that it was actually a variant of the MAOA gene. There were plenty of resources listed to learn more about it. Sadly, changing the key words from warrior gene to helper gene didn’t produce a similar result. For now, I’m content in my feeling of nature and nurture being at play in promoting this trait we all share in our profession and those that we commonly partner with to address the needs of those we serve.

The theme of the 2017 OSHA Conference is “Advocacy in Action”. This year, I hope we can all consider the many ways we currently practice advocacy and challenge ourselves to stretch just a bit further. But let’s start with our Code of Ethics. Principle of Ethics III states, *“Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions”*. The rules that are associated with the principle are primarily oriented toward assuring that we are accurately portraying our skills, services, and competence. Principle IV asks us to *“uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards”*. These two principles, for me, embody the spirit of advocacy. It is in this spirit that I hope we will all find ways to reach out to the people we touch, directly and indirectly, to further this cause of assuring that everyone has a voice to advocate for themselves and those they hold dear.

*See back cover for more information about the 2017 OSHA Spring Conference. Register before Feb. 24 to receive the discounted early registration rate.*

# ACE Award Listing

January-September 2016

## Oregon

During this period, the following ASHA members and/or certificate holders were presented the Award for Continuing Education (ACE) by the Continuing Education Board. The ACE is a formal recognition of professionals who have demonstrated their commitment to lifelong learning by earning 7.0 CEUs (70 contact hours) within a 36-month period.

### July-September 2016

Marlene Balmforth, Marsha Colletta, Carolyn Farran, Patrick Feeney, Courtney Floersch, Adrienne Foote, Tricia Rogers, Megan Snow, Trina Wilson, Scott Ackerman, Karen Aguilera, Cindy Bitz, Bruce Bowlby, Naomi Bramhall, Christine Chambers, Geraldine Comerford, Ada Cruz-Wozniak, Karen Drake, Allyson Goodwyn-Craine, Debra Hall, James Henry, and Callie Kolb.

### April-June 2016

Kerry Mandulak, Bernadette Maresh-Ericksen, Shelly Mendoza, Marcia Muller Frost, Marilyn Nippold, Danielle Owen, Courtney Sappington, Nellie Sierra, Lisa Spradlin, Beverly St. John, Jennifer Thomas, Tamy Bjorklund, Jessica Fanning, Anne Franks, Frances Jeanmard, and Amy LeRoy.

### January-March 2016

Kristin Mangan, Stephanie Martin, Dana McSpaden, Kirby Mentillo, Patricia Mirando, S Jeannette Muse, David Pedersen, Marlene Richards, Nicole Saechao, Linda Schmitke, Blaise Scollard, Walter Stemler, Jena Leigh Stewart, Rhonda Tyler, Jill Walker, Randi Wells, and Jaime Zakour.

*Please note that ASHA has not yet posted August-December ACE award recipient names.*

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## Membership Newsletter

### By Dani Owen, Membership Chair

The Oregon Speech-Language and Hearing Association (OSHA) offers opportunities to connect with your professional community and supports advocacy on your behalf.

OSHA monitors administrative and legislative issues that affect you and your job such as reimbursement, quality of service delivery, caseload caps, and licensure. Advocacy by the OSHA Board secured universal licensure across the state.

Last year, OSHA secured a grant through the American Speech-Language and Hearing Association (ASHA) to produce a series of videos educating the public about our field.

OSHA connects you with other speech-language pathologists, audiologists, and speech-language pathology assistants from across the state. OSHA also welcomes students who are studying communication sciences and disorders. We host a monthly SLP-Audiology Night Out where you can connect with colleagues in an agenda-free environment. We meet on the third Thursday of the month across the state. Join the Facebook group to find a Night Out in your area!

[www.facebook.com/groups/SLP.AUDNightOut/](http://www.facebook.com/groups/SLP.AUDNightOut/)

**So, what are you waiting for?** Join OSHA and begin enjoying the many benefits of membership and the knowledge that you are supporting the profession. [www.oregonspeechandhearing.org/JoinorRenew](http://www.oregonspeechandhearing.org/JoinorRenew)

**Already a member?** Renew your membership today and continue enjoying all of the great member benefits. Visit [www.oregonspeechandhearing.org/JoinorRenew](http://www.oregonspeechandhearing.org/JoinorRenew)

For any questions or comments regarding membership or Night Out, please contact Dani Owen, Membership Chair, at [Danielle@portland.speech.clinic](mailto:Danielle@portland.speech.clinic).

# SLP-A Corner

**By Shannon Picinisco, SLP-A Representative for OSHA**

Hi! I would like to take this opportunity to introduce myself to the Speech-Language Pathology Assistant Community. My name is Shannon Picinisco and I am the SLP-A representative for OSHA. My personal mission as your representative is to reach out to you and do what I can to provide information, clarity, and links to resources. Of course, the 2017 OSHA Fall Conference is a great place to gain knowledge, network with others in the field, and accrue those much needed hours for professional development. However, it still may be a challenge to locate additional workshops and trainings that are pertinent to broadening your knowledge base as a Certified Speech and Language Pathology Assistant. So what can we do?

For now I would like to invite you to join the Speech-Language Pathology Assistants page on Facebook ([www.facebook.com/OregonSpeechLanguageHearingAssociation/](http://www.facebook.com/OregonSpeechLanguageHearingAssociation/)). Sharing information, resources, and ideas will get us all going in the right direction for the new year. I will also continue to reach out and provide information as I get it as well through the quarterly newsletter submissions. Please don't hesitate to contact me at [piciniscos@nclack.k12.or.us](mailto:piciniscos@nclack.k12.or.us) should you have suggestions or questions related to any and all things SLP-A related. I look forward to hearing from you!

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## Getting Social with OSHA

**By Jordan Tinsley, Social Media Chair**

Did you know that OSHA is working to expand our presence on social media? As a member, you can help us build our network while staying up to date with the latest information from OSHA.

Please search for and follow OSHA on the following social media sites:

 [Oregon Speech-Language & Hearing Association](https://www.facebook.com/OregonSpeechLanguageHearingAssociation)

 [osa\\_insta](https://www.instagram.com/osa_insta)

 [Oregon Speech-Language and Hearing Association](https://www.youtube.com/OregonSpeechLanguageandHearingAssociation)

 [@OregonSHA](https://twitter.com/OregonSHA)



**Advocacy  
in Action**

**2017 OSHA FALL CONFERENCE  
October 13 & 14  
Salem Convention Center**

**Speech-language pathology** is a field of expertise practiced by a clinician known as a **speech-language pathologist (SLP)**, who specializes in the evaluation and treatment of communication disorders, cognition, voice disorders, and swallowing disorders.

Speech-language pathologists (SLPs) provide a wide range of services, mainly on an individual basis, but also as support for individuals, families, support groups, and providing information for the general public. Speech-language pathologists work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.

With this definition in mind, if you have a thought or observation that will help further the profession and our ability to positively impact the lives of those we serve, please share your idea with OSHA Publications Chair Marcia Frost or OSHA staff at [OSHASTaff@gmail.com](mailto:OSHASTaff@gmail.com).

# Language Differences in Culturally and Linguistically Diverse Populations

By Supreet Kaur

Now, more than ever, is a crucial time to recognize the discrimination biases occurring in our field. As speech-language pathologists, we should be culturally aware, sensitive, and supportive of all patients from all walks of life. It is imperative for us to be able to adapt our personal biases or innate perceptions of race, sex, religion, etc. to better serve our clients. It is important to spread awareness of the discrimination towards immigrants who do not speak standard American English. In the wake of recent events, many immigrants may feel forced to speak English when in public because they do not want to be discriminated against while speaking their native language. *“Discrimination involves harmful actions toward others because of their ethnicity, nationality, language ability and accent, or immigration status.”*<sup>[1]</sup>

My parents both emigrated from Punjab, India, making me a first generation student in the United States. Being raised in that environment, I gained an insight and understanding about the difficulty of navigating through two separate cultures: the American culture and my own. Being bilingual, I have experienced discrimination when speaking in my native tongue in public places, and this type of discrimination is all too common for immigrant families; whether it be glances while speaking in Punjabi at the grocery store, having people slow their speech while speaking to me or my family members, or simply being discriminated against because of our language differences. It is demeaning to treat members of society differently if they speak a different language, dialect, or have an accent. We should encourage our clients to embrace their language differences and make sure they feel part of the American culture without having them give up their native form of communication.

That being said, I do not believe you have to directly identify with your clients to serve them. Being educated on multicultural issues, having confidence in your abilities, as well as in your clients', and having the flexibility to look at issues from your clients' perspective will make them feel more secure and safe, which will enable them to flourish and reach their utmost potential.

I've seen examples of language discrimination occur as young as elementary levels. These types of actions can have a long lasting effect on children especially when they do not have a type of outlet or support at home. *“Experiencing discrimination can provoke stress responses similar to post traumatic stress disorder.”*<sup>[1]</sup> The consequences of personal discrimination are bad for personal growth of a child, can have a negative impact on his or her academic success, and could result in lower self-confidence.

I have always been proud of being a Punjabi-Sikh American and I consider myself as having a positive ethnic identity. With this positive ethnic identity and a supportive family at home, I was able to educate my peers to spread awareness of my culture, language, and religion. In other cases, students might have a negative ethnic identity and no support at home, which could lead to *“racial mistrust, problem behaviors, anger, and depressive symptoms, which will ultimately diminish students' academic motivation”*.<sup>[1]</sup> If we see this type of discrimination happening in the school systems, it is imperative that we stop it before it begins to have a long-term effect on the child. I would encourage all teachers, parents, and professionals to tell children that their differences are what make them unique and to encourage families to instill strong ethnic pride in their children.

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## *Language Differences in Culturally and Linguistically Diverse Populations (continued)*

In order to become advocates for language, we must educate ourselves on language differences and disorders. In our society, the people who surround us come from different backgrounds and have eclectic language histories. Most immigrants have accents and maintain dialects from their home countries. It is a common misconception to consider dialects and accents as disorders. Labeling members of society as “disordered” when their only difference is the way they speak is not correct. *“No dialect is better than any other, nor should a dialect be considered a deviant or inferior form of a language. To devalue a dialect or to presume that one dialect is better ultimately devalues individuals and cultures.”*<sup>[2]</sup> Instead of looking down on dialects or trying to normalize all students to speak standard American English, we should be embracing these differences.

More often than not, members of our community, our students, and our peers are experiencing discrimination daily. It doesn't matter how slight a comment might be, there is no way we can measure the impact it could have on the person to whom the comment was directed. No one should have to feel suppressed when speaking their own language because they are afraid to be discriminated against. We need to become more aware of discrimination — it is as simple as standing up to promote tolerance, diversity, and cultural awareness. Language is a beautiful, complex, and deeply personal form of communication; we should spread awareness that it is not right to discriminate or think less of people with language difference.

### **References:**

1. Brown, C. Christia. 2015. *The Educational, Psychological, and Social Impact of Discrimination on the Immigrant Child*
2. Owens, E. Robert, 2016. *Language Development an Introduction: Ninth edition*. Pearson Education

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# OSHA Annual Conference

## **By Karen McLaughlin, VP for Science and Education**

Thank you for your extraordinary support of the 2016 OSHA Fall Conference in Salem. The feedback you offered was very positive, and many participants shared how much valuable information they took from the sessions. We are in the midst of planning for 2017, and I would like to share a few details as we look ahead.

First, the conference will be held at the Salem Convention Center through 2020. This decision, which was made by the Board of Directors last year, was primarily based on protecting the financial health of the organization. The annual conference is a significant financial undertaking so keeping it in the black is essential. By signing a long-term contract, we are able to keep cost increases to a minimum and also prevent more than a minimal increase in room charges for participants staying in the adjacent hotel. Overall, the conference center is a better value, with lower space, food, gratuity, and audio/visual costs than other venues we have used in the past. The feedback I received from members pointed out how much you enjoyed the open, airy gathering spaces and sufficient room for educational sessions afforded by this venue, highlighting how ideal the conference center is for our purposes. While I know Salem is not optimal for everyone, it is relatively central for many attending the conference. I look forward to welcoming you to Salem again this fall.

The 2017 OSHA Fall Conference will be centered on the theme “Advocacy in Action”. I am working on some changes to the conference schedule this year, and I will outline these in the next newsletter as the details are confirmed. But one new thing I am excited about concerns the Friday lunch. We will be having breakout sessions focused around specific advocacy themes – for example, school caseloads or ethical issues surrounding diet and swallowing recommendations. More details to come as we plan, but I hope you will be excited about this opportunity to network with colleagues and develop an advocacy plan to work on in the future. If you have an issue you would like to work on, don't hesitate to get in touch with me.

We are hoping for your contributions to the fall conference. Look for the Call for Papers announcement in your inbox later this month, with a deadline for submission in April. The student Call for Papers will be in a separate announcement with a submission date falling after spring break. While we would be thrilled to see submissions highlighting our theme of advocacy, we always are looking for you to share your innovative work across practice areas.

Best to you all in 2017!

# Student Bios



Hi! My name is Julie DeBell and I am a first-year Communication Disorders and Sciences graduate student at University of Oregon. I'm originally from the Bay Area, California, but moved to Portland almost four years ago to pursue a second degree in Speech and Hearing Sciences at Portland State University. I determined this pathway was right for me after working as an aide in an early intervention clinic that provided both communication and occupational therapy. My passionate interest in early intervention services has continued to be solidified during my experience at UO, though my more general interests include the interplay between communication and cognitive differences in persons with developmental disabilities.

I was interested in being an OSHA Board student representative because I wanted to witness the inner workings of the legislative process surrounding speech language pathology and education more broadly. Long before I realized I wanted to become an SLP, I knew I wanted to be involved in systemic education reform. As a student with learning disabilities, I experienced both a private school's ability to promote progressive teaching/learning models that encompassed all types of learners without formal accommodations and a public school's limitations in providing full access to all students as a result of common fractures (such as lack of funding) in our public special education system.

Education reform remains my deepest drive, though I have concluded that being an SLP is the most fitting way for me to also investigate our public education system from the inside out so that I have a base of evidence from which to share my ideas of progress and reform. I want to be a therapist who also participates in broader changes at the administrative and legislative levels. I am excited for this opportunity to get my feet wet in leadership so early on in my career as an OSHA student board member.



My name is Reny Ferrari and I am a Speech-Language Pathology student at Pacific University. It is my pleasure to introduce myself as the OSHA student representative from Pacific University. I was raised in New Jersey, but have resided in Oregon for the past eight years beginning with my undergraduate education at the University of Oregon. My prior education and experience has focused on serving young children with complex communication needs and their families. I look forward to entering into the important and challenging field of speech-language pathology. I genuinely look forward to my participation on the OSHA Board and will work to best advocate for all.



Aamna Malik is the current Portland State OSHA student representative. She completed her B.S. in Biopsychology from the University of California, Davis. In 2015, she completed her post-baccalaureate in speech and hearing sciences at Portland State University and enrolled as a graduate student at PSU Fall 2016. She is interested in bilingual topics, medical speech language, and being an advocate for the field.

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## 2017 OSHA SPRING CONFERENCE

Register now at [www.oregonspeechandhearing.org/OSHA-Spring-Conference](http://www.oregonspeechandhearing.org/OSHA-Spring-Conference)



**A Practical Approach to Understanding Language Development & Disorders in Bilingual Children**

Friday, March 10, 2017 • 9:00am-3:00pm

Streaming live from InterMountain ESD in Pendleton, OR

This one-day workshop will explore a variety of topics related to developing an understanding of language development and disorders in Spanish-English bilingual children. We will explore practical strategies and best practices for assessing Spanish-English bilingual children in educational settings. See page 8 for more details!

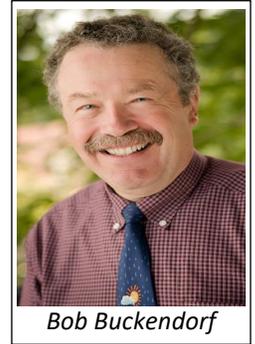
Download the brochure at [www.oregonspeechandhearing.org/resources/Pictures/brochure2017.pdf](http://www.oregonspeechandhearing.org/resources/Pictures/brochure2017.pdf)

# The Bob Buckendorf Scholarship Fund

**By Andy McMillin, Past President**

As many of you know, the Oregon Speech-Language Pathology community lost a particularly valued member last year. Bob Buckendorf, who had worked in the area for more than 40 years, passed away suddenly, just a couple of months before the fall conference.

Bob was a consistent contributor to our professional community, and he held several official roles within OSHA as well. He served as OSHA President in 2004 and remained on the board of directors after his term ended in part to chair an ad-hoc committee on "giving back". This was Bob's initiative, and it resulted in the creation of a separate pool of funds that could be used to award small scholarships to students from each of the Oregon university training programs.



*Bob Buckendorf*

After Bob's untimely passing, the OSHA Board of Directors voted to rename the scholarship fund in his memory. Newly renamed the Bob Buckendorf Scholarship Fund, this account accepted funds from several sources during this year's fall conference.

In the end, we were able to secure more than \$5,500 in contributions to this fund, from sources including silent auction purchases, special auctions of some of Bob's own personal toy sets, a pooled donation from the OSHA Past Presidents Group, and from individual donations. This is the largest contribution that the scholarship fund has ever received.

This fund will remain as an enduring piece of Bob's legacy, and it will serve as a specific reminder of his desire to give back to the next generation of communication professionals.

As someone who had rich professional and personal connections with Bob, I thank everyone who contributed in some way to this memorialization. I am very confident that he would be honored, and humbled, by this tribute.

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## 2 Ears 2 Learn

A non-profit organization that collects and refurbishes used sound processors to deliver to qualified children with microtia or aural atresia at no charge

**By Rhonda Sarantis, Director of Public Affairs and Government Relations**

When Dr. Russ Griffiths, a pediatric plastic surgeon, started his Boise practice in 1998 he'd been trained that if a patient had one good ear, that was good enough. That has changed!

Dr. Griffiths developed a specialty in reconstructing the external ear, so he became very familiar with microtia (underdeveloped external ear) and aural atresia (without an ear canal). About ten years ago, a young patient returned for a follow-up visit after his ear reconstruction. His mother shared their excitement about his new hearing aid. "He is a completely different kid—he went from a distracted, hyperactive student to a conscientious student." His school performance had immediately improved! The young man had a big grin on his face and said "I love this thing!"

Dr. Griffiths discovered several articles promoting the importance of two ears in learning and speech development. Further research revealed the significant handicap encountered by children with unilateral conductive hearing loss. He started promoting early sound processors with soft bands for his patients. He was surprised when the families reported back they couldn't afford them because their insurance denied coverage.

That's when he had an idea. "Wouldn't it be great if used devices could be provided to these children?" He discovered a few small programs around the country and even nonprofit organizations that occasionally provided a new device to these children. But with over 5,000 children between birth and fifth grade with microtia atresia, Dr. Griffiths felt there had to be a better way to help more children.

That's when he assembled a group of experts, formed a Board of Directors, and the nonprofit organization "2 Ears 2 Learn" was founded. The organization collects used hearing devices from audiologists and refurbishes them for children. They are currently increasing efforts to identify children that need these devices.

Please contact 2 Ears 2 Learn (<http://2ears2learn.org/>) at 208-724-6117 if you can assist their effort.

# OSHA's Second Annual Spring Conference

## *A Practical Approach to Understanding Language Development & Disorders in Bilingual Children*

OSHA is hosting their second annual spring conference with a focus on reaching practitioners in rural parts of Oregon and Southern Washington. In collaboration with the InterMountain ESD, we will present a full-day CE event on March 10, 2017. This event will be conducted live at the IMESD offices in Pendleton and will be live-streamed to ESDs around the state.

Last year's response was very robust, with more than 190 people attending via 17 different sites. Feedback regarding the content was strongly positive, though there were some technical difficulties identified. We have been working this year to make this second event a more seamless experience.

This year's topic, suggested by representatives from Oregon ESDs, is "A Practical Approach to Understanding Language Development & Disorders in Bilingual Children". We have two primary presenters: Maria Kapantzoglou, Ph.D, CCC-SLP, an Assistant Professor at Portland State University, will talk about principles of assessment, with a focus on the benefits of dynamic assessment methods; and Claudia Meyer, MS, CCC-SLP, a Clinical Associate Professor at Portland State University, will discuss practical implementation strategies for a variety of services with bilingual populations within a school-based setting.

And new this year, we will have a panel of practitioners from the Portland Public Schools system who will discuss the procedures they have been able to implement, difficulties they have encountered, and practical solutions they have found in response to these challenges. There will also be a Q&A session where you can submit questions about hurdles you have encountered in serving bilingual populations.

Speech-Language Pathologists who may have bilingual children on their caseload will benefit from this event. In addition, we have a special pricing structure for Speech-Language Pathology Assistants, and we welcome participation from other professionals and paraprofessionals who encounter bilingual students in their positions.

The presentation will be conducted live onsite in Pendleton. If you would like to attend in Pendleton, please contact the InterMountain ESD at 541-276-6616 to ensure that there is enough seating. If you would like to participate via live-stream, your district will have to register for the live-stream. Please have your district representative contact Robin Shobe at the Oregon Department of Education, at [robin.schobe@state.or.us](mailto:robin.schobe@state.or.us). If your district is part of the live-stream, they will have a room set up to view the live-stream. Once you are registered for the event, you can attend at your district. **Early registration before February 24 qualifies for a discount for participants.**



For more information, please see the OSHA Website at [www.oregonspeechandhearing.org](http://www.oregonspeechandhearing.org).

We look forward to having you participate in this exciting development in OSHA's Continuing Education opportunities!

The Oregon Speech-Language & Hearing Association (OSHA) is dedicated to providing the highest level of communication potential to people of all ages. To learn more about OSHA, click on the links below:

[OSHA Board of Directors](#)

[OSHA Regions](#)

[OSHA Career Center](#)

[OSHA News & Events](#)

[OSHA Resources](#)

[OSHA Member Center](#)



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