

2015, Volume 4 - In This Issue:

Note from the Conference Chair

Conference Presenters:

Dr. Ken Bleile

Dr. Barbara Ehren

Dr. Melanie Fried-Oken

Kristen Gray, MA, ECE, ATP

Dr. Heather Moore

Mira Shah, MS, CCC-SLP

Dr. Eva van Leer

**Pacific University Graduates
Inaugural AuD Cohort**

**The Way We Talk: A Film About
Stuttering**

Consider it a Graduation Gift

Earn CEUs through OSPA

Medicare—A Lot of Updates!

**Applying for Disability Benefits
with Speech and Hearing-
Related Disorders**

**Ecuador Summer Service Trip
with the Hello Foundation**

New Dyslexia Laws in Oregon

Message from the President

by **Andy McMillin**

Summer is in drawing to a close, and for me, one of the best parts of late summer is the rollout of the OSHA Conference program. This year's conference promises to be one of the best ever. As you can see from the [video linked here](#) (which can also be viewed on the OSHA website: oregonspeechandhearing.org), I am particularly interested in one of our national speakers this year. But the program has been designed with multiple interests in mind and with flexibility as a goal.

Rather than have our Friday speakers spend all day talking on a single topic, we have worked with them to present two independent half-day talks. This means that you can attend a morning talk with Barbara Ehren, for example, and an afternoon talk with Heather Moore or Ken Bleile. This feature has been requested by conference attendees in the past, and we are pleased to be able to offer it this year.

In addition, this year's conference will feature a set of Roundtable discussions on Friday morning before the presentations begin. A wide range of topics will be covered, including the new ABA licensure board and what it means for SLPs, the Universal Licensure bill that was passed into law this year, workload considerations in SNFs, and questions related to the DD eligibility category for children entering Kindergarten. If you have a topic that you'd like to see at a roundtable, or if you'd like to host a roundtable topic, please contact Karen McLaughlin.

Finally, we are pleased to be bringing PubNight to the conference this year. Since January, OSHA has hosted monthly get-togethers in several cities across the state on the third Thursday of every month. In October, we will host a special PubNight on Thursday, October 8, the evening before the conference begins, at the Red Lion Hotel, Jantzen Beach. This will be an opportunity for professionals from all across the state to meet up together in a no-host, low-key, primarily social situation. Please consider stopping by for a bit and join the conversation.

As my term as President draws toward its end, I want to express my thanks to all of the professionals who make up our Oregon community. In particular, thank you to everyone who participated in a Facebook discussion or who liked our Facebook page; thank you to everyone who downloaded or streamed the Oregon Communicator Podcast; thank you to everyone who came to a PubNight event (and special thanks to those of you who started PubNights in your own cities by signing up as hosts); thank you to everyone who provided feedback about the conference – what worked, and what didn't; and lastly, thank you to the Board of Directors of OSHA, who volunteer their time throughout the year to create the professional environment from which we are all able to benefit.

A Note from the Conference Chair

Dear OSHA Members,

I am looking forward to welcoming you all at the conference this October! I would just like to share a few notes with you below:

We still have plenty of room for members to host discussions during the Friday breakfast hour. You can email me at kdurany@uoregon.edu with your topic and I'll be happy to add you to the list. Please let me know by September 25 if you would like to host a table.

Here is just a sample of the topics to be featured at the tables:

- ◆ legislation and reimbursement
- ◆ telepractice
- ◆ graduate student reimbursement
- ◆ fluency treatment

Also, I have confirmed an additional speaker for the Saturday afternoon line up. Wendy Machalicek, PhD will be presenting on ABA in Oregon and BCBA/SLP collaboration. I am so pleased she will be joining us! I expect to have confirmation of an additional Saturday afternoon speaker focused on medical speech pathology in the next few days.

See you all in Portland!

Best,

Karen McLaughlin, VP for Science and Education/Conference Chair

2015 OSHA Conference: Dr. Barbara Ehren on Supporting Adolescent Students with Language Impairments

by Jennifer Larsen

Each year as autumn approaches, I find myself anticipating "conference season" and the accompanying sense of energy and learning. As a former OSHA President and Conference Chair, I look forward to the annual OSHA Conference as a time to reconnect with colleagues and friends. I have always been proud of our conference and feel that we put on one of the best state conferences with a fantastic mix of nationally known presenters and opportunities to learn from our local and regional experts.



This year, I am particularly excited to learn from Dr. Barbara Ehren. Dr. Ehren is a Professor in the Department of Communication Sciences and Disorders at the University of Central Florida. I have attended several of her presentations in the past, and have always appreciated her ability to provide practical, clinical information to support the work we do with school-aged children and adolescents. This year at OSHA, she will be focusing on supporting adolescent students with language impairments. These students are often under-identified and underserved and come with unique needs and characteristics. Many clinicians (myself included) find this population delightfully challenging, but could use some support and ideas as to how to best serve these students.

We are honored to have Dr. Ehren with us all day on Friday. In the morning, Dr Ehren will provide evidence for the importance of providing services in middle and high school settings. Furthermore, she will provide best practice guidelines to help us understand what services should look like within secondary settings. In the afternoon session, we'll focus on complex syntax in academic texts. For students in middle and high school, the ability to use and understand complex sentences has a profound effect on academic success. Dr. Ehren notes that Common Core standards highlight the importance of high-level academic language, and will provide specific guidelines on supporting students both individually and through teacher collaboration within the context of these increased demands.

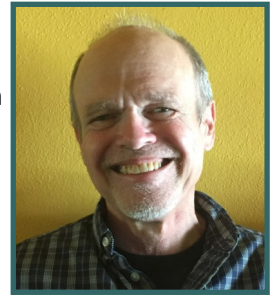
Looking forward to seeing you there!

2015 OSHA Conference: Dr. Ken Bleile

by Andy McMillan

Every year, I look at the OSHA Conference program and plan the session that is a must-see for me. I often have trouble narrowing down the choices, but not this year. For me, the best news of the Conference is that Dr. Ken Bleile has agreed to come.

Dr. Bleile is a Professor at the University of Northern Iowa, and he has been researching issues related to Speech Sound Development and Disorders in children for decades. Many clinicians own at least one of his books: *The Late Eight*, which is as handy a manual for clinicians as any single book I've come across. Dr. Bleile's writing carefully balances between technical facts and practical, clinically relevant suggestions.



I heard Dr. Bleile speak at the ASHA Convention last year in Orlando. His topic was "A Late Eight Update", and it was easily the most important presentation I attended at the Convention. The set of sounds known as the "Late Eight" includes the most commonly targeted sounds for pediatric Speech-Language Pathologists, as well as the sounds that many SLPs find to be the most difficult to elicit. Dr. Bleile's work is pointing toward new ways to look at the emergence of these later-developing sounds, and the important implications that these emergence patterns have for treatment decisions. As someone who sometimes teaches Speech Sound Disorders to graduate SLP students, I wanted to have each of my students hear this presentation.

In addition to presenting research and practical applications on later speech sound development, Dr. Bleile will also present information related to speech sound emergence and elicitation in infants and toddlers. This half-day session will cover neurological and social underpinnings of speech sound development and ways for speech-language pathologists to promote robust speech sound development in emergent communicators.

Both of these topics are of great interest to me, and I am looking forward to attending both morning and afternoon sessions with Dr. Bleile. But thanks to our new conference format, both sessions will be self-contained, so if you'd like to switch tracks at lunchtime, you can do so and still receive full CE credit. This is another level of value that we are pleased to offer at this year's conference.

2015 OSHA Conference: Dr. Melanie Fried-Oken on AAC

by Kirk Wydner

Melanie Fried-Oken, Ph.D., CCC/SP, is a leader in the field of Augmentative and Alternative Communication (AAC) and is known worldwide for her research and clinical work. Her current research is focused on developing assistive communication technology in close partnership with her patients and their families. Her current projects include a brain-computer interface device for patients with locked-in syndrome and word retrieval applications for individuals with aphasia.



Melanie includes individuals with communication and physical impairments in her research team and corresponds with patients and their families during all levels of her research to ensure their ecological validity out in the field. Whenever possible, she will follow up with her patients after treatment and use their feedback to improve on her projects and research.

In her clinical work at the Center for Health and Healing at OHSU, Melanie sees patients with a variety of severe communication impairments, such as locked-in syndrome, aphasia, multiple system atrophy, and Parkinson's disease. Her focus there is not on gradually restoring old skills that someone has lost; instead, her effort is to "take what they do today and find strategies that work for them to be successful *that day*." Melanie sees this as core to the philosophy of AAC. She then takes the challenges she sees her patients struggle with in the clinic and uses those to guide her research.

Melanie has been researching communication since beginning her doctoral program in language behavior at Boston University in 1979. She has come to think of the field of AAC as a very natural continuum of "communication supports" that spans everyday supports like telephones to more complex supports like speech-generating devices.

[Read More](#)

Mira Shah & Kristen Gray to Present at 2015 OSHA Conference

by Allyson Goodwyn-Craine

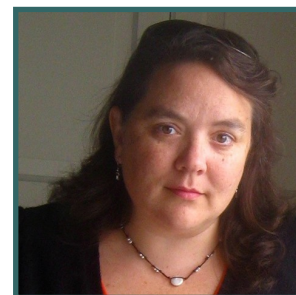
The girl held up her picture and said “Look what I made!” Mira Shah observed as the friend replied, “I don’t like it.”



Whoa! Mira pondered: How can we teach these children, who happen to be AAC users, to consider another person’s perspective in order to use socially appropriate language? Did he have polite language at his finger tips or was it missing from his device? Did he have the ability to consider the perspective of his friend and know how to use language to build upon, not hurt, his relationships?

Kristen Gray, M.A., ECE, ATP, an assistive technology specialist and special educator with a wide breadth of experience with AAC users, joined Mira in exploring these concepts. Mira Shah M.S., CCC-SLP is a speech-language pathologist who currently works as a researcher

at Microsoft Corporation focusing on inclusive design and accessibility. Their presentations on this topic have been well received at several technology conferences. You don’t have to consider yourself an AAC specialist to enjoy this presentation. The lessons Mira Shah and Kristen Gray learned in their work together provides a new twist on pragmatic challenges many kids face every day.



Interview with Dr. Heather Moore

by Shannon LeMeune

Heather Moore, Ph.D. has many roles at the University of Oregon, including lecturer, post-baccalaureate advisor, and clinic supervisor. In addition to teaching courses she now leads a new specialty clinic, the Young Child Assessment and Treatment Clinic, at the University of Oregon Speech Language Hearing Clinic. In 2013, Dr. Moore presented at the



ASHA convention on Language and Play Everyday (LAPE), a support program that teaches parents to identify and respond to their children’s communication attempts. This October, Dr. Moore will be presenting a two-session talk at the OSHA conference on Friday, covering how to implement LAPE one-on-one or in a group setting, issues with infant and toddler assessment, and how to effectively partner with families during early intervention.

When you speak with Dr. Moore, you can feel her passion for children and families, and for developing partnerships in early intervention. “It has to do with helping to empower and inspire families. We need to do that.” Her afternoon session at the OSHA conference will be about coaching and empowering families to be a major part in their child’s intervention. “Parents are with their children more than we are, and we should use that time wisely and coach caregivers. If we do that then we increase the dosage of intervention. An hour a week is nothing, but if you teach a parent to do it effectively, you get around the clock intervention.” Dr. Moore’s work focuses on how to keep families in the forefront of the intervention process.

The morning session at OSHA will cover clinical questions and assessment tools for prelinguistic and emergent language learners. Topics will include language behaviors of very young children, questions to ask families, and tools to use. Dr. Moore inspires audiences to use well-defined questions during assessment. “At the University of Oregon we talk about ‘clinical questions’, clear questions you want answered... Instead of using a standardized test without knowing what you want out of that test, know what are good questions for assessment and which tests would answer those questions”.

When it comes to early intervention, Dr. Moore believes every clinician should be aware that they are the first in a long line of people who will work with these children and families, and are setting the pace for hundreds of providers who will come after them. “We need to keep the families engaged. If we are the first people to work with their child and we don’t give them a sense that we can help, then we are setting a negative pace for all of the proceeding Speech-Language Pathologists (SLPs). It is our job to empower parents, to help them feel good about the important roles they play in their children’s learning. You, the speech-language pathologist, are the first person in that line; you can give them the tools to navigate through the special education world and let them know that they can make a difference. Empower them to know they are good parents”

2015 OSHA Conference: Dr. Eva van Leer

This year's OSHA Conference includes two presentations by Dr. Eva van Leer: *How to Help 80% of Your Voice Patients* and *Discussing and Improving Patient Compliance: Theoretical Background and Evidence-Based Strategies*.



Eva van Leer is a speech-language pathologist by trade with primary expertise in the treatment and evaluation of voice disorders. Within this area, her research focus lies in treatment outcomes and patient adherence to behavioral voice therapy. She is particularly interested in the prediction, measurement and improvement of adherence to voice therapy, including through the use of mobile technology and social-cognitive approaches, and has further clinical and research expertise in Dysphagia (swallowing disorders).

OSHA Board Member and Conference Committee Member Rik Limoncello has created a brief video to introduce one of the presenters at this year's conference, Dr. Eva van Leer. [View the video clip here.](#)

New Dyslexia Laws in Oregon

by Moira Finnegan, CCC-SLP, Portland Public Schools

Dyslexia is a neurologically based language disorder that affects 5%-15% of the population. It manifests as difficulty with word-level reading and spelling, and often has its roots in impaired phonological awareness skills. Dyslexia runs in families, and researchers have discovered several genetic markers associated with dyslexia.

Parents of children who are eventually diagnosed with dyslexia often experience difficulty and frustration in their attempts to get help at school for their children. While some students with dyslexia qualify for special education services, many do not. Even those who do qualify for an IEP don't necessarily get the kind of research-based instruction that has been shown to be effective for students with dyslexia.

As a school-based SLP, I first became aware of dyslexia about four years ago when I began working with a 5th grade student (we'll call him Gary) who was reading at a kindergarten level. It seemed to me that Gary's most pressing need in the area of language was learning how to read. I tried to teach him, but I failed miserably. Gary had significant difficulty sounding out even simple words. I could not understand why. All I knew was that I was in way over my head, and I needed some specialized training.



Gov. Kate Brown signs Senate Bill 612, joined by Rep. Val Hoyle, House Majority Leader (back row, center) and Sen. Arnie Roblan, Senate Education Committee Chair (back row, 2nd from right). Members of Decoding Dyslexia Oregon and their children were also present to celebrate the passage of the new dyslexia laws.

I found the training I was looking for at the Blosser Center for Dyslexia Resources in Portland. I learned about the characteristics of dyslexia, including phonological awareness impairments that make it hard to learn the sounds that letters make, and how those sounds go together to make a word. I also learned the structured, systematic approach to reading instruction known as the Orton-Gillingham tutoring method.

[Read More](#)

The Way We Talk: A Film About Stuttering—Available Soon

by Teresa Roberts

“What’s it like to stutter?” Michael Turner’s best friend asks him. Michael stutters. He has never talked about stuttering, and now, this single question changes his life. In Michael’s film, “The Way We Talk”, we travel with him as he explores the genetic origins of stuttering, his family’s dynamics, his social world, and his future. The film opens with immediately recognizable scenes of the Pacific Northwest with dark skies and the incessant swoosh and click of the windshield wipers. Michael and his friend drive along a rainy highway. We learn how this question, both innocent and audacious, prompts a journey of self-discovery and filmmaking in order to provide a complex answer.

The initial drizzle, the darkness, and the limited visibility mirror the unexplored and unspoken mystery of stuttering. Michael takes us across the country to stand next to a geneticist studying the neurological origins of stuttering, as he handles frozen gene samples from families from around the globe. We attend stuttering support group and individual therapy sessions. We bear witness to emotional discussions with Michael’s mother who explores her feelings having raised a child who stutters reflected through her own memories of stuttering during her adolescence. Glenn Weybright, prominent Speech Language Pathologist and a person who stutters, brings us into the wilderness, rafting and camping. In the darkness of the nighttime forest, the bright circle of light created by their campfire enables us to feel the warmth of camaraderie and kinship.

[Read More](#)

Consider it a Graduation Gift!

By Kameron Beaulieu, M.S., CCC-SLP
OSHA Membership Chair

“Oh, you shouldn’t have” may be words you’ve heard coming from graduates of the class of 2015. If so, you’ve heard right. The Oregon Speech-Language-Hearing Association has given newly graduated Speech Language Pathologists, Audiologists and SLPA’s a graduation gift: a gift of OSHA membership, FREE for their first year.

This year will be a year of many firsts for our graduates, first jobs, first caseloads, first meetings and OSHA wants to have a part. The new graduates’ gift encompasses all the perks of membership, including:

- ◆ Complimentary subscription to the "OSHA Communicator", our quarterly newsletter to keep current on activities around the state
- ◆ Continuing education opportunities, including a registration discount to the annual OSHA state conference
- ◆ Complete access to the OSHA website, including the membership directory
- ◆ Assistance with work-related issues, such as workload and ethics
- ◆ Opportunities to network and find support with professionals in the region and/or those practicing in your area of expertise
- ◆ Effective advocacy and legislation for your profession and the populations you serve

Let OSHA again congratulate you! Welcome to the profession!! (Please recycle the gift wrap.)

Earn CEUs Through OSPA

By Lisa Stember

Continuing education requirements for Speech Language Pathologists became a requirement for SLPs in the 1970’s. In response to this new requirement, Portland’s dedicated speech language pathologists formed **Oregon Academy of Speech Pathology and Audiology (OASPA)** in 1972. When it was recognized in 2003 that few audiologists ever participated as members, and that the **OASPA** name was therefore misleading, increased attempts were made to include audiologists and to offer various audiology topics and presenters - unfortunately to no avail. Thus, **OASPA 2003 Board** decided that **Oregon Speech Pathology Academy (OSPA)** better reflected their membership.

Today **OSPA** remains true to its original mission of offering low-cost monthly CEUs. Effective immediately, **OSPA** meets on the Good Samaritan campus (2nd floor conference room of bldg 2, 2014 NW 21st) on the 2nd Thursday of every month. We encourage members to arrive at 6 pm for networking, with the selected presenter speaking from 6:30-8:30 pm. Each attendee earns 2 CEUs that have been pre-approved by the Oregon State Licensing Board. Membership is currently \$60 per year, and this year **OSPA** offers a total of 12 speakers, with 24 CEUs possible. The drop-in fee is \$15 a meeting and students are welcome to join us for \$15 total per year. We also added “Student Ambassador” positions in hopes of encouraging graduate students to network while supporting the local community of SLPs. Please consider getting involved by joining **OSPA** for low cost CEUs, speaking opportunities and meeting your fellow community of SLPs. Please see our website for more information on speakers, board positions etc. www.oregonspeechpathacademy.org.

Just do it!

Pacific University Graduates Inaugural AuD Cohort

By Victoria Keetay

1 innovative program. **3** years of intense work. **18** new Doctors of Audiology!

Pacific University's School of Audiology is proud to announce that the inaugural cohort in the audiology doctoral program graduated on August 8, 2015! What an achievement for these dedicated new members of the profession of audiology.

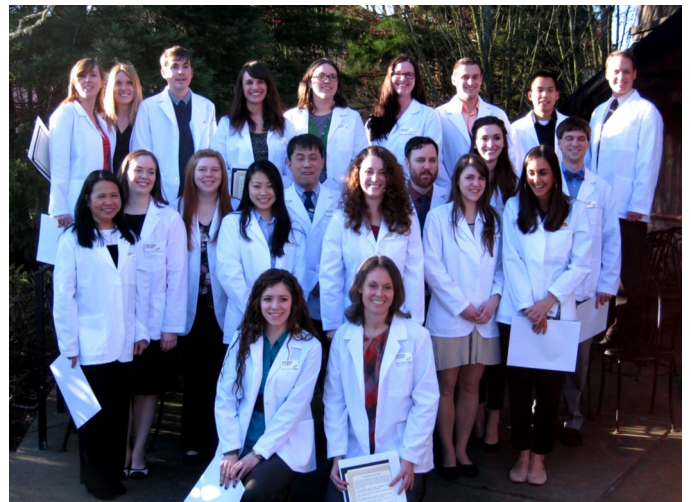
Here's a brief look at the journey to this wonderful milestone...The School of Audiology's Doctor of Audiology degree program welcomed the inaugural cohort in August 2012. Students in our innovative, accelerated program take a full course of study of 121 credits compressed into three intense years rather than the typical four. We do this through carefully structuring the program to reduce the breaks and other down time found in the traditional academic year. To further promote a fast learning pace, we also deliver the majority of the curriculum in sequential blocks of study, which is supported by the use of simulation technology, and we rapidly integrate clinical experiences within the first few weeks.



The inaugural cohort, August 2012

Equally vital to the success of our students has been the support from numerous clinical preceptors and adjunct faculty who have been our partners in building the students' didactic knowledge and clinical skills and in guiding their transformation from students to professionals. Our clinical affiliations extend throughout our community, across the country, and even internationally. To say we couldn't have done it without these extraordinary professionals is the understatement of the year!

The School of Audiology's mission has been focused from the beginning on preparing Doctors of Audiology who are clinically outstanding, committed to lifelong learning, and prepared for professional and community engagement and leadership throughout their professional careers. Our vision has been equally clear – to continually create and advance new standards in audiology education with the goal of answering a global need for compassionate and exceptional audiologic care and thereby improving the quality of life for individuals and communities throughout the world. We are confident that our new graduates will epitomize excellence in audiologic practice and interprofessional engagement as they seek to provide the highest standard of “best practices” care for their patients. As our first graduates begin their careers as new Doctors of Audiology, we all look forward with great anticipation to their contributions to the profession and its future.



White coat ceremony, Spring 2013



Commencement, August 2015

So, let's rewrite the formula.... **1** innovative program in a supportive college and university environment. **3** years of intense work to tackle an accelerated program. **15** dedicated faculty and staff who have worked tirelessly to advance the program's mission and vision. **200+** awesome clinical preceptors and adjunct faculty who have partnered with the school and the students to guide their journeys. Add all that together and you have **18** new Doctors of Audiology (and over **70** more students on their way through the program)!

Medicare—A Lot of Updates!

by Melissa Fryer, OSHA StAMP Representative

Changes are afoot at the Centers for Medicare and Medicaid Services (CMS). Many of these can affect Audiologists and Speech-Language Pathologists working in healthcare settings or bill Medicare for services.

First, and most publicly, is the transition from ICD-9 to ICD-10, effective October 1, 2015. ICD-10 will more specifically qualify medical and treatment diagnoses, creating thousands of new codes to choose from. The intent is to help CMS better capture, document, and analyze healthcare trends and mortality. With greater specificity, ICD-10 allows the clinician to select codes that more reliably classify disease, abnormal findings, signs and symptoms, etc. With more than 14,400 codes, the classification may appear daunting, especially for clinicians who do their own billing.

Fortunately, ASHA has developed a tremendously handy conversion mapping tool, or crosswalk, to help clinicians choose appropriate ICD-10 codes. The tool is available through this ASHA website: <http://www.asha.org/icdmapping.aspx>

On this website, a dialogue box opens where one can enter a known or existing ICD-9 code. After pressing 'Search', a list of appropriate ICD-10 codes appears. The clinician may then select the code that most closely represents their diagnosis. For example, entering 787.22 (Dysphagia, oropharyngeal phase) for the ICD-9 code would translate to R13.12 (Dysphagia, oropharyngeal phase).

For clinicians billing Medicare Part B under the Physician Fee Schedule (MPFS), CMS has allowed for a 12 month grace period, within which they will not deny claims if the code is incorrect. However, the right "family" of codes must have been selected. A "family" can be thought of as a group of codes related to one another. CMS has developed transition tutorials and guidelines that can be found on the following website: <https://www.cms.gov/Medicare/Coding/ICD10/index.html>

[Read More](#)

Applying for Disability Benefits with Speech and Hearing-Related Disorders—A Guide for Your Clients

by Deanna Powers

If you are unable to communicate effectively due to a speech or hearing disorder, it can become challenging to find employment. Due to this challenge that thousands of Americans face, speech- and hearing-related disorders can potentially qualify affected individuals for Social Security disability programs. These financial disability benefits can provide the support necessary to remain independent and pay for everyday living expenses when working is impossible.

Social Security Programs and Basic Eligibility Rules

To qualify for benefits, you must have a "medically determinable impairment," which simply means a medical condition that significantly limits your everyday abilities and is well documented through medical records. You must additionally have an impairment that is expected to last at least 12 months. Following are the basic medical criteria to qualify for disability benefits, but you must also keep in mind that there are technical eligibility requirements you must meet as well:

For the [Supplemental Security Income](#) (SSI) program, through which many children and adults with hearing and speech impairments qualify, you must have limited income and financial resources.

For the [Social Security Disability Insurance](#) (SSDI) program, you must be an adult with a work history during which you paid Social Security taxes and accumulated sufficient "work credits." A work credit is a metric the SSA uses to determine whether or not someone paid enough taxes to qualify for disability benefits. In 2015, one work credit equals \$1,220 in earned wages. The [amount of credits needed](#) will vary depending on the age of the applicant.

Medically Meeting the SSA's Disability Requirements

Although hearing and speech impairments certainly meet the basic requirements of eligibility, you must be able to document through extensive medical records that your speech and/or hearing impairment significantly limits your ability to work. This is accomplished in one of two ways:

[Read More](#)

Ecuador Summer Service Trip with the Hello Foundation

By Kelly Bawden

So. Ecuador. As the name suggests, it can be found on the equator, in the northwestern part of South America. It is about the size of Nevada and is perhaps best known as the home of the Galapagos Islands. About 15 million people call Ecuador home, and this summer eight SLPs and one OT from the Hello Foundation temporarily joined their ranks. I was lucky enough to be among them, and wrote the piece below when we returned. Now, two months on, the haze of which I spoke has fully descended on our time there, but there are fresh and new experiences to add to the story almost every day as we work with our colleagues to find creative solutions for ongoing collaboration. Saying goodbye to them was gut-wrenching, but today, I am more hopeful than ever that soon we'll once again be saying hello.

The Haze of Memory

I've been home from Ecuador for a week and the time has come to write some sort of summary of *The Trip*. Despite my best efforts to hold on to every moment of it, to keep it alive in the present, I can feel it all slowly slipping into that hazy, fuzzy place where all wholly consuming and intense past experiences eventually go. It is becoming a memory, whether I want it to or not.



Kelly and colleagues in Ecuador

And it was indeed wholly consuming and intense. Our first hours in Quito were abuzz with the excitement of actually being there, coupled with the realities of altitude and life in the Big City. Travel was marked by anxious hellos and melancholy goodbyes. Days and nights in Baños were full of emotional highs and lows, the thrill of victory and the agony of defeat, side-splitting laughter, and heart-wrenching tears. We felt it. All of it.

There are, of course, enough stories to fill a book. There was that time on Sunday when we totally blew our big chance to make a first impression with Yadira and the [Esperanza para todos](#) staff by having a communication breakdown but were nevertheless treated to a singular experience at that famed swing I said I wouldn't ever go on. Or the nine different stories you'd get if you asked about how the first day went (not so hot, if you ask me). And then there are all of the stories that led to pure elation as we rode home on Tuesday, having hit the sweet spot and experiencing the indescribable feeling that only comes when you are doing *exactly* what you were put on this earth to do.

Wednesday's stories would all be about *The Worst Bike Ride of All Time* and hypothermia, and developing materials and last-minute presentations in our little rooms, some of us snuggled under the covers of our beds. There would be stories of settling into a groove and routine on Thursday, of deep relationships and trust slowly being built, of having a tiny glimpse at how we fit into the much bigger picture of furthering the position of people with disabilities in the country at large.

And then there would be Friday, which would surely fill a volume unto itself, with tales of connecting with students and parents and staff and community members in a way that all at once filled our hearts to the point of bursting and broke them into a thousand little pieces at the necessity of saying goodbye. Oh, we have stories to tell all right.

[Read More](#)

Making Connections

Register Today
OSHA 2015 Annual Conference
October 9 & 10 ~ Portland, Oregon

Be Excited - Be Empowered - Be Exceptional - Be EBS



EBS is the global leader in birth to 21-year-old programs and the largest provider of services to the pediatric population. As a member of the EBS team, you will gain access to the most comprehensive support, training and mentorship programs available, while building lifelong professional and personal relationships with top specialists.

MORE PLACES TO DISCOVER YOUR CAREER

Choose a setting (school, home, clinic, community)
Explore locations (local, national, international)
Embrace your role (CF, supervisor, consultant)



MORE CHOICES TO REACH YOUR POTENTIAL

Extensive training (CEUs, professional partnerships)
Ongoing mentorship (widespread network of support)
Professional growth (connect with certified specialists)

MORE OPPORTUNITIES TO EXPERIENCE SUCCESS

Expand your boundaries (immersion/outreach programs)
Become a leader (mentor, speaker, clinical researcher)
Achieve your unique goals (ask how EBS can help you)

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](#)



Please note our new address:

Oregon Speech-Language & Hearing Association
1284 Court Street NE ❖ Salem, OR 97301
503-378-0595 ❖ Fax 503-364-991

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