

2020 Issue 1 (Spring)

Letter from the President

by Janet Wagner



Diversity in our work settings is a wonderful thing. It presents us with an opportunity and a challenge to meet the needs of all types of individuals. We have been given the responsibility to learn and grow our clinical skills by becoming culturally aware and culturally competent.

Approximately 25 years ago, I was working for Portland Public Schools. We were in one of our monthly SLP meetings when the presenter shared with us a document titled “Unheard Voices: Celebrating Cultures from the Developing World.” If you are not familiar with this document, it summarizes the statistics of what every 100 people would look like in the world’s population based on gender, nationality, age, religious beliefs, nutrition, and living conditions.

In 2016, these statistics were updated. Some of the changes I anticipated; other changes caught me off guard. (See highlights to right.)

The unique shifting characteristics of the world’s population echo throughout us and the individuals we serve. As speech-language pathologists and audiologists, we are responsible to learn and grow our own cultural awareness and cultural competency. Doing so helps us better accommodate and understand the lives of the children, patients, and clients with whom we are in contact on a regular basis, improving our work in our respective fields, and allowing us to work at the top of our license.

World Population in 1990 versus 2016

1990	2016
61 Asians	60 Asians
12 Europeans	10 Europeans
14 Western Hemisphere	14 Western Hemisphere
13 Africans	16 Africans
30 children	25 children
70 adults	75 adults
33 Christian	31 Christian
18 Muslim	23 Muslim
16 Hindu	15 Hindu
6 Buddhist	7 Buddhist
1 Jewish	>1 Jewish
11 Other religion	8 Other religion
15 non-religious	16 non-religious
20 undernourished	11 undernourished
15 overweight	22 overweight
75 some supply of food, shelter	78 some supply of food, shelter
17 no clean, safe water to drink	9 no clean, safe water to drink
14 unable to read	14 unable to read

I encourage everyone to become as culturally competent as possible by being aware of your own world views, maintaining a positive attitude toward cultural differences of your clients, gaining knowledge of the different cultural practices and world views of your clients, and developing your skills for communicating and interacting across cultures with your work settings.

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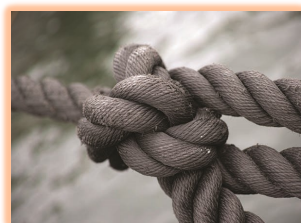
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Inside!

New Interstate Compact

by Elizabeth Ebensteiner

OSHA is excited to express our full support for the Audiology and Speech-Language Pathology Interstate Compact (ASLP-IC). This compact is an exciting way for speech-language pathologists and audiologists to be able to perform both telehealth and work in person across state lines without having to have individual licenses for every state. Currently, seven states are part of the ASLP-IC (Georgia, Kentucky, Maryland, Nebraska, Oklahoma, Utah, and West Virginia). Once ten states have entered into the compact, it will become active. Once the compact is active, if an SLP or audiologist is living in a state entered into the compact they can apply for the privilege to practice under the ASLP-IC, and state lines will no longer be a barrier!



Interstate compacts establish uniform guidelines, standards, or procedures for agencies in the compact's member states and create independent, multistate

governmental authorities (such as commissions) that can address issues more effectively than a state agency acting independently—or when no state has the authority to act unilaterally. There

are currently more than 200 interstate compacts, and the ASLP-IC is similar in form and function to occupational licensure compacts for nursing, psychology, medicine, physical therapy, and emergency medical services. Benefits to this compact include: geographically isolated and underserved populations will have better access to care; military personnel and their spouses will have better ability to maintain their profession while relocating; consumers will be better protected by standardizing licensing regulations; improved continuity of care when patients/clients move or travel; and improved choice of providers for consumers.



In addition to OSHA's support, letters of support have been written by ASHA, the American Academy of Audiology, the Academy of Doctors of Audiology, and the National Council of State Boards of Examiners for Speech-Language Pathology and Audiology.



Oregon Speech-Language & Hearing Association

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Welcome, New OSHA Board Members

Quinn Ellingsen

Early Intervention/ECSE



Hello! I'm Quinn Ellingsen, your EI/ECSE representative on the OSHA board. I earned my undergraduate and graduate degrees from Portland State University. Since graduating in 2008, I've mainly worked in educational settings with children ages 0 to 18 but found my passion in early intervention/early childhood special education. I currently work for the Multnomah Early Childhood Program as a community provider as well as a consultant to inclusive early childhood classrooms. I have also found a passion in mentoring graduate students and am currently supervising my 10th student clinician!

A little about me: I was born and raised on the Southern Oregon Coast but have lived in Portland for 20 years. My husband Aaron and I have a 4-year-old daughter and two rambunctious dogs. I enjoy camping, hiking, singing in a choir, and volunteering with a local dog rescue.

I look forward to representing my EI/ECSE colleagues. If there is anything you'd like me to share with the board, let's connect! You can reach me at quinnellingsen@gmail.com.

Jeff Gierer

Region II Representative

Jeff Gierer is a school-based SLP who has spent the past ten years working in the Portland Public Schools. Besides supporting PPS's focus programs for students on the Autism Spectrum, Jeff is a current delegate to the Oregon Education Association, Portland Association of Teachers representative for the school district's 100+ SLPs, and interested in the intersection of organized labor and speech-language pathology service.

When not giving high fives, tackling Rs, and tying shoes at school, Jeff produces the Portland-based SLANT Live Queer Storytelling series and is an urban beekeeper. Jeff looks forward supporting his Oregon colleagues as one of the new Region 2 representatives to the OSHA board.



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Jayme Sloan

M.S., CCC-SLP Medical Externship Coordinator/Clinical Supervisor,
Higher Ed Representative for University of Oregon



My name is Jayme Sloan and I am an SLP, clinical supervisor, and medical externship coordinator at the University of Oregon. My experience is primarily in skilled nursing, both as a clinician and as a Director of Rehab. When my son was born, I decided to leave skilled nursing and dabbled in outpatient therapy before starting at U of O.

I was born and raised in Eugene, and I value being a professional in the community I know and love. In my free time, I enjoy spending time with my family and dreaming of completing house projects. I am really excited to be a part of the OSHA board and to be an advocate for our profession.

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Welcome, OSHA Student Representatives

Adedamola Atiroko, Pacific University

My name is Adedamola Atiroko. My friends call me Dammy. I am very honored and privileged to be a part of the Oregon Speech and Hearing Association board as the Student Representative for Pacific University. I am currently a first-year graduate student in the Speech-Language Pathology MS program at Pacific University, and I am enjoying the process of learning about this profession. I think it's incredible how impactful and vital the work of speech pathologists and audiologists is in our society.

Before graduate school, I served six years of active duty time with the US Navy. Currently, I am part of the US Navy Reserve component. When I am not doing schoolwork or military duty, I enjoy hanging out with my family, putting in some work at the gym, and playing soccer. Working out and listening to music is how I de-stress.



Amanda Brown, University of Oregon



Hello OSHA community! My name is Amanda Brown, and I am serving on the board as the student representative from the University of Oregon. I graduated with a Bachelor's in Sociology from Truman State University (Kirksville, MO) in 2011. My road to pursuing a graduate degree in Communication Sciences and Disorders has been pretty windy and full of detours, but I wouldn't trade the rich and vibrant experiences in the intervening years for anything. I worked for two years as an AmeriCorps volunteer in Washington in independent living for adults with disabilities as well as on a farm that employed adults with disabilities. After AmeriCorps, I moved to Portland and worked as a support professional with adults with developmental disabilities in a non-profit organization known as L'Arche Portland. During

that time I also worked as a paraeducator in an Intensive Life Skills classroom for Portland Public Schools. This is when I discovered the speech-language pathology profession. I completed my post-baccalaureate degree at Portland State University and then moved to Queretaro, Mexico, to volunteer with adults with disabilities at El Arca en Queretaro for 6 months to improve my Spanish proficiency. I am now an INICIO Scholar at University of Oregon and am interested in early dual language development, early intervention, treatment for bilingual speakers with aphasia, and accent modification (and the list will continue to grow as I advance through my graduate program and gain more clinical experience). My interests other than speech-language pathology include hand-stitched embroidery, hand-lettering, biking, trail running, reading, and podcasts.

Christina Slusarczyk, Portland State University

My name is Christina Slusarczyk, and I feel very honored and excited to be serving on the OSHA board this year as the Portland State University Student Representative. As a second-year graduate student in Speech-Language Pathology, I've completed externship placements at Providence Children's Development Institute as well as OHSU's department of pediatric otolaryngology. Some of my interests within this field include pediatric voice, stuttering, autism, and working with kids who are deaf/hard of hearing.



One of my projects this past year as an OSHA Board student representative has been collaborating with the Membership Committee chair to plan a joint NSSLHA/OSHA Night Out event. I've also communicated with my cohort regarding writing advocacy letters to ASHA, promoted Night Out events, and shared information about the ASLP-IC. Overall, my goal has been to promote future OSHA membership and involvement as current NSSLHA members graduate and make the transition from student to professional. I'm really interested in politics, the law, and professional advocacy, so I've been grateful to have had the opportunity to get to know more about pertinent issues this year through my involvement in OSHA. Seeing all the dedication and hard "behind the scenes" work the staff and current board members do in order to support our profession has been really inspiring and motivating. I am looking forward to hopefully continuing my involvement in OSHA in the upcoming years.

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Emily Tudorache, Portland State University



Hello. My name is Emily Tudorache. I am a first year graduate student at Portland State University, and I am thrilled to be an OSHA student representative. So far, I have participated in clinical experiences in a skilled nursing facility, aphasia and apraxia of speech groups, and speech sound disorders. I love all things medical speech pathology, but I am especially interested in craniofacial anomalies, acute care, and dysphagia in both adults and children.

Being a part of OSHA means having the opportunity to build professional relationships and to become involved with the important matters that affect our careers and clients. One day, I want to work closely with governing bodies to generate change through policy, education, and advocacy that will leave a positive impact on the field. Looking ahead, my goals are to act as a conduit between my colleagues and OSHA to promote engagement and professional collaboration. Some of the plans I would like to realize during my time as a student representative are community outreach events during Better Speech and Hearing Month, writing advocacy letters to ASHA, and promoting volunteerism at OSHA events and with nonprofits in the field. I am extraordinarily grateful for the opportunity to learn from all the hard-working individuals with OSHA.

Celebrate Better Hearing and Speech Month with a screening of *My Beautiful Stutter* in early May. This unique event will bring together students from all three of the Oregon SLP masters' programs for a celebration of community and learning. Watch the trailer here: [//www.mybeautifulstutter.com/watch-the-teaser](http://www.mybeautifulstutter.com/watch-the-teaser).

The film screening will be held at Pacific University. More details TBA.



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Addressing Social Skills and Fluency Disorders in School-Age Children & Adolescents

by Jessica Fanning



The upcoming OSHA Spring Conference will be on Friday, March 6. Online registration is currently open via the OSHA website! The live, in-person conference will occur in Pendleton, Oregon, while live-streaming sites will host the conference in Oregon and Washington. Please check the OSHA website for updated live-streaming remote sites (<https://www.oregonspeechandhearing.org/spring-conference>). Oregon and Washington cities that currently have a hosting site include: Baker City, Burns, Canby, Condon, Eugene, Forest Grove, Hillsboro, John Day, La Grande, Lakeview, Medford, Redmond, Salem, Vale, and Wenatchee.



Two topics will be covered this year: Social Skills and Fluency Disorders. Dr. Franklin Bender will present information about Social Skills assessment and treatment tools in school-age populations. Dr. Jessica L. Fanning will present assessment and treatment information related to Stuttering and Cluttering in the school-age population. The learning objectives for this program include:

A True Life Skill: Addressing Social Communication & Social Skills Needs

- ♦ Present current social communication & social skills assessments that facilitate intervention target selection
- ♦ Discuss evidence-based intervention approaches that support a mechanism of change for individuals with social communication & social skill difficulties
- ♦ Review evidence-based curricula that address social communication & social skills needs
- ♦ Review intervention resources that address social communication & social skills needs (children, adolescents, and young adults)

Assessing & Treating Fluency Disorders in School-age children

- ♦ Present assessment tools for addressing speech fluency, communication attitudes & abilities, and quality of life across clients & caregivers
- ♦ Discuss the differential diagnosis features when evaluating preschool stuttering
- ♦ Discuss differential diagnosis features for determining stuttering vs. cluttering
- ♦ Review fluency-enhancing strategies across evidence-based intervention programs

This full-day conference event is offered for 0.55 ASHA CEUs (Intermediate Level; Professional Area).

What are you doing October 8-10, 2020?

Mark these dates on your calendar—
you won't want to miss this year's Fall conference
in Salem, Oregon!
More details to come...



Get Involved with OSHA

by Dani Baker

OSHA is hard at work for SLPs and Audiologists across the state. Your OSHA member dues go a long way in supporting educational opportunities, such as the upcoming Spring Conference and the Fall Conference, which will be held in Salem. Your annual dues also support ongoing legislative advocacy for our profession, support you across settings, and provide networking opportunities to help us all feel more connected. If you desire more support, please contact your OSHA representative. As a reminder, any member of OSHA is welcome to attend a board meeting. It's a great way to learn more about how the board operates and what we're working on.

Each month, we host SLP-Aud Night Outs across the state. We have ongoing events in Portland, Bend, Salem, Vancouver, and Eugene. In April 2020, the Portland Night Out will be a collaboration with students. We're hosting a student vs. professional trivia night. Students from any university are welcome, as are professionals from any setting. This special event will be at Rogue Eastside Pub (928 SE 9th Ave, Portland, OR 97214) on Thursday, April 16, 2020. We hope to see you there!

For questions about membership, getting more involved, or attending a night out, please contact Dani Baker at danielle@portland.speech.clinic.

How Can I Get Involved with OSHA?

For more information: oshastaff@gmail.com



Information and National Trends for School-Based Clinicians

by Wendy G. Gunter M.S., CCC-SLP



The mission of the SEAL (State Education Advocacy Leaders) network is to enhance advocacy, leadership, and clinical management skills of school-based ASHA members at the state and local levels in order to influence administrative and public policy decisions that affect the delivery of speech-language pathology and audiology services in school settings. Below are the current issues being discussed.

Issue: Restraint and Seclusion in Public Schools

Summary: Because the use of restraint and seclusion may result in unlawful discrimination against students with disabilities, which would violate Federal civil rights laws, in January 2019 the Secretary of Education announced an initiative to examine the issue. As part of this initiative, OSERS (Office of Special Education and Rehabilitation) and OCR (Office for Civil Rights) partnered to support the educators as they work to address the behavioral needs of students with disabilities.

⇒ Want to Learn More? Check out the Webinar “Students with Disabilities and the Use of Restraint and Seclusion in K-12 Public Schools” ([//youtu.be/EZ9Yx0LC8TI](https://youtu.be/EZ9Yx0LC8TI)) by the U.S. Department of Education, which provides resources and technical assistance on how federal laws apply to the use of restraint and seclusion.

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Issue: Walkouts and Strikes

Summary: 2019 was significant for strikes and walkouts in both small locales and large school districts. ASHA worked to provide members and state associations with support, help, and guidance. The issues of pay and devaluing of the profession were central to many strikes.

⇒ Want to learn more? [//www.asha.org/SLP/schools/ASHA-Guidance-on-Walkouts-or-Strikes/](https://www.asha.org/SLP/schools/ASHA-Guidance-on-Walkouts-or-Strikes/) includes answers to frequently asked questions, such as making up sessions due to a strike and information on salaries and wages.

Issue: Attract, Prepare and Retain School-Based SLPs

Summary: In December 2019, ASHA held a virtual town hall and reviewed data regarding employment trends, issues in recruitment and retention and resources for school-based practitioners.

⇒ Want to learn more? If you missed the Town Hall and would like to watch the video replay or download the handouts, go to: [//www.asha.org/Events/Town-Hall/](https://www.asha.org/Events/Town-Hall/).

If you are interested in giving input, seeking more information or have a question about these or any other school-based issues, contact Wendy Gunter, your OSHA SEAL representative, by email at wendyg.speechtoday@gmail.com.



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