

Twelve months and one million reasons Help us celebrate NSSLHA's 35th Anniversary.

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Through pre-professional and educational services, NSSLHA has helped over one million students prepare for careers in audiology and speech-language pathology. Our 35th anniversary is in 2007. We've planned a full year of activities to celebrate our tradition and thank our new generation of members for their commitment to the profession. Join us!

JANUARY

Professional materials drawing.

Members who renewed their NSSLHA membership by January 31 were entered into a drawing for a large basket of therapy materials donated by LinguiSystems and Super Duper Publications.

The winner was Devora Salzman of Adelphi University. Congratulations!

FEBRUARY

Enjoy the special anniversary issue of *NSSLHA Now!* Learn about NSSLHA's accomplishments over the past 35 years.

MARCH

Discover the history of NSSLHA and our sister association ASHA.

The article will appear in ASHA's Executive Director Update.

APRIL

Follow the leaders. NSSLHA has prepared many students for leadership within the association. Look back at the accomplishments of local chapter officers and national regional councilors in a "Where are they now?" article in the Higher Education issue of *ASHA Leader*.

MAY

Help us find a few good men.

Nominate a male student, teacher, or professional for NSSLHA's 2008



calendar, focused on males making contributions to the profession. Vote for your favorite males to appear in a 2008 calendar, sales of which will support the NSSLHA scholarship fund.

JUNE

Win admission to the ASHA Convention.

The "NSSLHA Loves" campaign helps people with communication disorders. NSSLHA chapters that donate from \$100 to \$1000 to the 2007-2008 campaign

will be entered in a raffle of five early-bird registrations to the 2007 ASHA Convention in Boston.

JULY

Show your artistic side and win.

Design a new logo for NSSLHA and you may be eligible for early-bird student registration to the 2007 ASHA Convention in Boston, plus three nights of hotel accommodations and up to \$250 for transportation.

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Cultural competence: do you get it?

Practice Dilemma: the latest in an ongoing series.

In previous *Practice Dilemmas*, we've posed a problem to two clinicians for their competing viewpoints. In this issue, we focus on a subject from an ASHA expert's single point of view. If you have any questions or comments, please send them to julie.stierwalt@comm.fsu.edu for inclusion in the next newsletter.

The notion of cultural competence is unclear to many in our professions—they just don't "get it." They're not sure how to get it or where to get it. But we all must "get it" to recognize and appropriately respond to the dynamic nature of culture.

Getting it requires being on the lookout for new information and experiences. ASHA policy requires us to have the knowledge and skills to serve all clients in a culturally appropriate manner. You're encouraged to increase your cultural competence now, while you have so many educational opportunities at your disposal. Here's how to get going.

Define it.

Explore varying definitions of culture, cultural competence, and related concepts such as cultural humility, cultural proficiency, etc. There are many views on what cultural competence is, whether it can be achieved, what is needed to acquire it, and on its scientific relevance and application to our professional practice.

Use your working definition as a guide for clinical decision-making. Expect others to challenge you and question your definition. You'll challenge others' thinking, too. Your perspective and working definition will likely change as your experiences expand.

Assume responsibility for your education.

If you don't receive information in your coursework about how a theory or technique applies when a client is an English language learner or is transgendered, for example, ask. You're in class to learn and explore.

Choose topics for projects and presentations that require you to research populations that will expand your knowledge in working with diverse clients. Doing this now will help immensely in your first job with a variety of clients.

Examine your own beliefs and biases.

Conflicts in clinical interactions are often a result of differences in our expectations and those of our clients. When we know where our own belief systems vary from those of others, it's a lot easier to avoid offending or being offended, and to enjoy richer, more efficient interactions.

You can check your beliefs and assumptions about culturally and linguistically diverse (CLD) populations and related issues by using ASHA's Cultural Competence Checklists. These self-assessment tools are available at www.asha.org/about/leadership-projects/multicultural/self.htm. There are no "right" answers, but you will learn where you might seek additional information and insight.

Know what you don't know.

ASHA has a knowledge and skills policy document that outlines the information and abilities required for providing culturally competent services. Visit www.asha.org/NR/rdonlyres/BA28BD9C-26BA-46E7-9A47-5A7BDA2A4713/o/v4KScultlinguistic2004.pdf.

Also, learn how closely your skills match what's needed by taking the online Cultural Competence Awareness Assessment at www.asha.org/about/leadership-projects/multicultural/self.htm. Then use this



information to identify areas of focus for professional development.

Seek out resources and create your own educational opportunities.

The ASHA Multicultural Issues Board article entitled "Why is Yogurt good for you? Because it has live cultures" is an easy read and a great resource for helping you understand the relevance of cultural competence. Read the article online at: www.asha.org/NR/rdonlyres/06C10F05-FFE5-4E82-B348-D63C6C2EAC6C/o/multicultural_article.pdf.

Reading lists on a variety of multicultural issues and populations can be found on the ASHA website at www.asha.org/about/Leadership-projects/multicultural/readings. ASHA also has a number of professional education products on related issues.

Looking for an instant educational program for your NSSLHA chapter? Get one of the audio or video programs on issues such as the use of interpreters/translators, African-American English, bilingual assessment, etc. Or try the online tutorial on Dynamic Assessment. Then have a follow-up discussion with your chapter members. You could even invite a few faculty members to join your discussion.

Expand your horizons and professional options.

The more prepared you are to work with CLD populations, the more marketable you are to future employers. They know their caseloads have changed, and they need clinicians who are equipped to serve the entire range of their client population.

Look now for coursework in other departments at your university to build your knowledge base. There are typically related courses in linguistics, education, anthropology, etc., that are open to you as electives. They'll prove much more useful to you professionally than that art history course.

Habla Espanol? Mandarin? Twi?

If you are bilingual, use and enhance your skills. You are in great demand already, and we anticipate that demand to grow. If you've started taking foreign language classes in any language, keep going. If you haven't learned to speak another language, take a few classes.

ASHA has a limited number of bilingual providers to serve an increasingly multilingual population. A second language gives you increased flexibility to work in a variety of places. Conversational fluency is helpful even if only to introduce yourself, explain what you'll be doing, and introduce your interpreter.

Expect the unexpected.

Your future clinical caseload will likely look different from any you may have experienced in clinical practicum. You'll need skills to serve *all* of your clients while recognizing the impact of culture on their ability to communicate.

Don't wait until you have a caseload with CLD individuals and think you'll be able to serve them the same as your other clients. If you're in clinical practicum now or want to work in a particular area, use ASHA's Online Diversity Caseload Calculator at www.asha.org/members/research/calculator.htm to create a caseload and see expected changes based on U.S. Census projections.

“ASHA policy requires us to have the knowledge and skills to serve all clients in a culturally appropriate manner.”

Find community resources for enhancing your clinical interactions.

Learn how to use interpreters and translators. Also learn where to find culture brokers, who can help mediate interactions across cultures. Culture brokers (who may also be interpreters or translators) can be invaluable in providing information on what's important in CLD communities.

Brokers help to avoid or reduce conflict and to facilitate a smooth exchange. In addition, the client generally feels that a service provider has taken a step to make the client a valued partner in their own treatment.

Surround yourself with others who can help you.

ASHA's Special Interest Division 14, on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, is a great resource for information and for locating colleagues interested in becoming more culturally competent. Many members of the Division are proficient providers of CLD services and can serve as mentors or help in other ways. NSSLHA members can join the Division for just \$10.

There are also six multicultural constituent groups you may join. The National Black Association for Speech-Language and Hearing, as well as the L'GASP-LGBT (Lesbian, Gay, Bisexual, Transgender), Hispanic, Asian/Pacific Islander, Native American, and Asian Indian Caucuses, all welcome student members, and many offer discounted rates.

Explore organizations on your campus, too, such as student-run groups from diverse populations. You'll learn immeasurably as you listen to others' experiences and explore issues that these students feel are important.

NSSLHA 35th Anniversary

continued from page 1

AUGUST

Join fast, win \$35. Be one of the first 35 students to join NSSLHA and receive a gift certificate for \$35 in ASHA or NSSLHA products.

SEPTEMBER

Praise the professor. Send us a picture of your favorite CSD professor and tell us how he or she has influenced your feelings about the profession (in 250 words or less). We will post the picture and the profile on the NSSLHA Web site.

OCTOBER

Celebrate CSD Career Awareness Month. Help us promote the professions of audiology and speech-language pathology to high school and undergraduate students.

NOVEMBER

Dance the night away. Attend the “NSSLHA Night” celebration during the 2007 ASHA Convention. Meet the contestants for the calendar and other surprise guests.

DECEMBER

Be a survivor. Get a preview of the new edition of the *CSD Student Survival Guide*, a great way to end our year-long celebration and help you pursue your profession.

Visit www.nsslha.org/NSSLHA/NSSLHA35.htm for contest rules and more details on NSSLHA's 35th anniversary celebration. Help make 2007 our best year ever!

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NSSLHA



> *Rose Godfrey, founder and owner, The Speech Works*

HOW TO GET THE MOST FROM YOUR

Internship

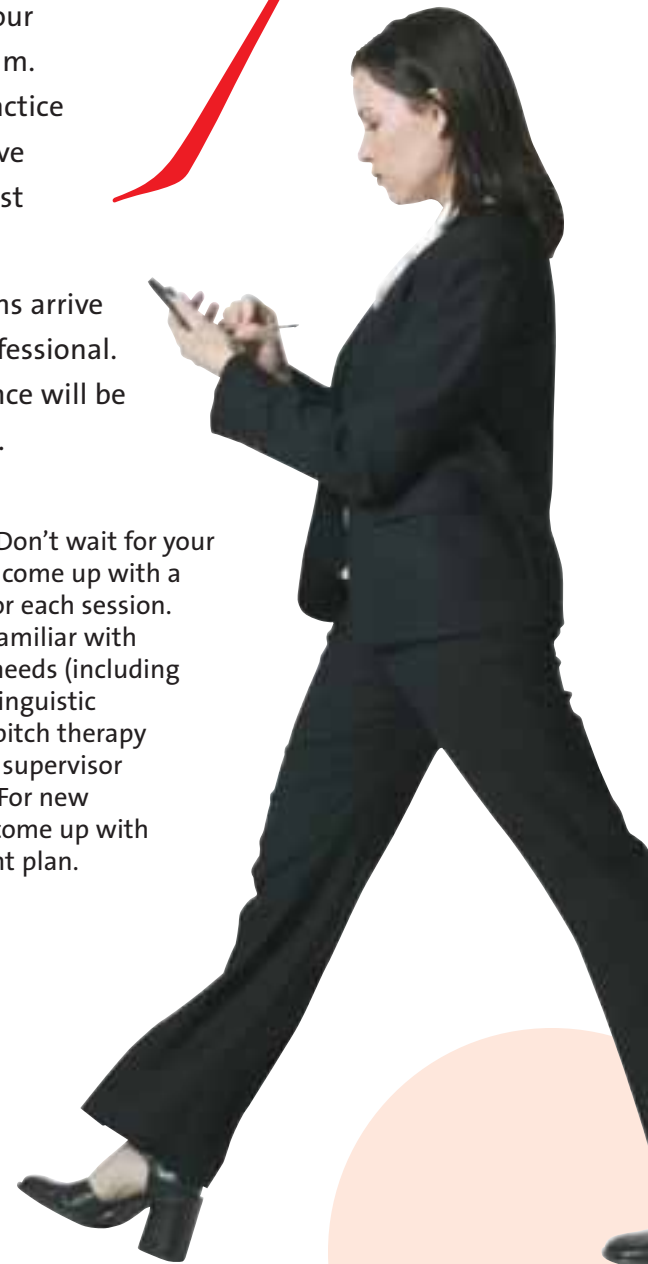
An internship is more than the final step in your education; it's a giant step toward your dream. Members of the American Academy of Private Practice in Speech Pathology and Audiology (AAPPSPA) have offered several suggestions for getting the greatest benefit from an internship or externship.

The practitioners interviewed say their best interns arrive already understanding what it means to be a professional. By following these basic guidelines, your experience will be successful, and you will become a better clinician.



» **Timing is everything.** Show up on time—or early—ready to start the day. Be prepared for the day ahead of you, and stay until all your work is finished, even if it sometimes means staying late.

» **Form a plan.** Don't wait for your supervisor to come up with a lesson plan for each session. Once you're familiar with your clients' needs (including cultural and linguistic differences), pitch therapy plans to your supervisor for approval. For new evaluations, come up with an assessment plan.





» **Attend meetings.** If your supervisor goes to departmental meetings, IEPs, patient care conferences, or other meetings, go along. These meetings don't count toward client contact hours, but you'll participate in such meetings on your first job. Get this experience under your belt!

» **Know your stuff.** Ask questions about patient management, not about their communication/swallowing problems. It is your responsibility to know the differences, say, between apraxia and dysarthria. Don't waste your supervisor's time on things you should have learned in class.

» **Document, document, document.** Ask what paperwork is required of your supervisor and do the same. Even if you can't document patient care in the official record, ask your supervisor to take a look at your SST notes, IEP goals, Medicare reports, therapy plans, etc. You're sure to face a pile of paperwork in any job you eventually choose. Keeping a written record of your training also helps to solidify learning.

» **Stop, look and listen.** Take every opportunity to observe other professionals at your work site. You'll learn from different approaches.

» **Be dependable.** It's tough to show up day after day—without pay!—but your performance on this assignment may land you the career of your dreams instead of just another job. Take responsibility for your actions and give credit to others when due. Think of each internship as a long interview. Put your best foot forward.

» **It's not about you.** Your clients are not there to hear about your family, your weekend, or your problems. Keep your personal life to yourself. Make sure your clients are the focus of each day. Skip the water cooler, too. Office gossip is never professional.

» **Cover up.** While we're on the subject of your best foot, many dress codes specify no open-toed shoes. Find out the dress code and stick to it. Conservative dress is always a plus. At a minimum, remember the four B's: no butts, boobs, bellies, or boxers. You want clients to focus on improving, not catching a glimpse.

» **Expect to learn.** Each day, each client, is an opportunity to prepare for your future. Seek out the most diverse caseload you can find and stretch your knowledge. Grab each new experience—good or bad—and learn from it. Accept feedback from your supervisor as a learning experience, and use it to grow into a true professional.



Rose Godfrey is the founder and owner of The Speech Works, a private practice in Yuba City, CA. She holds the Certificate of Clinical Competence from ASHA. She is licensed as a speech-language pathologist by the State of California Speech Language Pathology and Audiology Board. Ms. Godfrey is a member of ASHA and the California Speech and Hearing Association. She serves on the board of the American Academy of Private Practice in Speech Pathology and Audiology, and is part of the adjunct faculty for Chapman University. Rose has been supervising interns for the past 14 years. She can be reached at speech@thespeechworks.com.



10

Conversion discount.

For every graduate student who has maintained two consecutive years of NSSLHA national membership at time of graduation, ASHA offers a \$150 discount off initial dues and fees for ASHA membership and certification.

9

Convention discounts.

Every NSSLHA national member who attends the annual ASHA Convention (or other ASHA-sponsored professional event) receives a significant discount on the registration fee.



8

Discounted Special Interest Division membership.

ASHA Special Interest Divisions are groups of professionals and students who share an interest in one of 16 specialty areas (e.g. language, neurogenetics, voice, hearing disorders, etc.). Members of NSSLHA can join a Special Interest Division for \$10.



TOP 10 BENEFITS

MEMBERSHIP

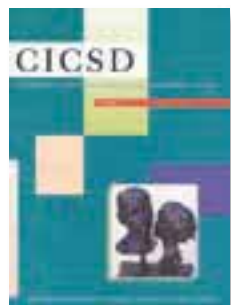
ENJOY THE GROWING ADVANTAGES



7

NSSLHA publications.

Members receive a subscription to the award-winning newsletter **NSSLHA Now!** and the highly regarded, peer-reviewed journal **Contemporary Issues in Communication Science and Disorders (CICSD)**. First-time authors are mentored through the research and writing process to have their work published in CICSD. Published students receive a \$100 stipend.



6

ASHA publications and Highwire.

In addition to receiving the **ASHA Leader** and their choice of one ASHA print journal, members have access to all of ASHA's journals online, with unlimited searches of full-text articles through ASHA's **Highwire** site.





5 In the Loop.
 NSSLHA's monthly electronic newsletter keeps members updated on the latest programs, services, and events.



4 Technical assistance from ASHA.

NSSLHA members have unlimited access to all members-only content on the ASHA Web site, for unprecedented research and other resources for academic study.

3 NSSLHA online community.

Members enjoy an online forum where they can exchange ideas and network with other audiology and speech-pathology students.



POINTS OF NSSLHA
MEMBERSHIP
OF OUR GROWING ASSOCIATION.

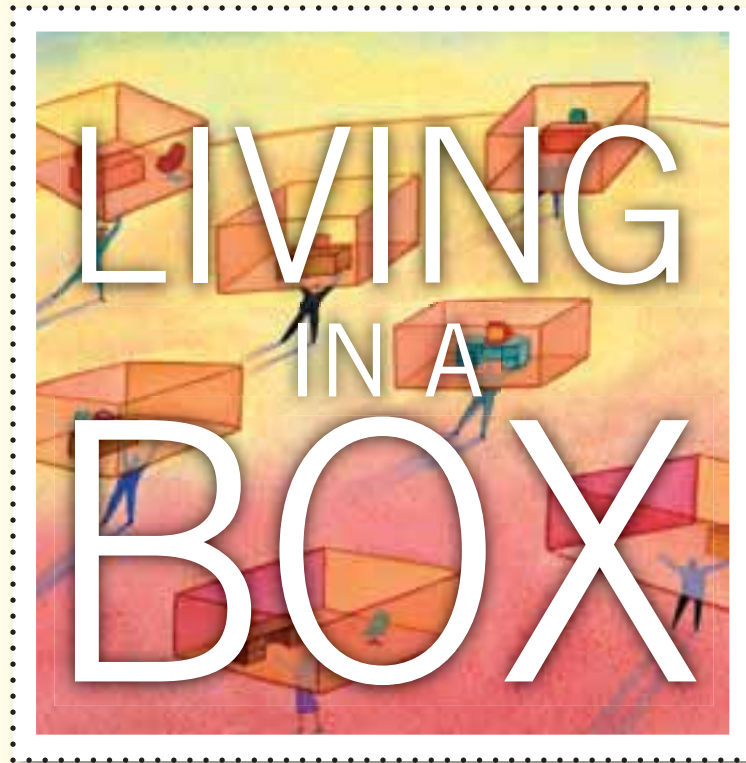
2 National leadership opportunities.

NSSLHA national members are eligible to apply for positions on the Executive Council. Starting in the fall of 2007, national members will also be eligible to serve on national NSSLHA committees and shape policies impacting students in communication science programs.

1 Becoming a better ASHA member.

Without a doubt, the student who takes full advantage of national membership in NSSLHA becomes a highly functioning ASHA member. Affiliating with the national association throughout academic study leads to a holistic ASHA professional who is a knowledgeable advocate for the profession.





The mistake of working in isolation — and how to reach across professional lines.

I'll never forget my first year as a reading specialist. My background included 12 years as a speech-language pathologist and much coursework in language, early literacy, and phonology. So I felt well prepared for my position. Suffice it to say feelings do not always predict reality. Although I felt secure in my teaching content, I found myself “translating” terms within my brain from the jargon of literacy to the jargon of speech pathology.

We have different ways of thinking about, talking about, and teaching similar concepts. Without conscious effort from both professions to get out of our individual boxes and onto the same page, we will not be able to effectively serve our students.

Improving services through consultation and collaboration.

Let's consider the struggling reader who is unable to process blocks of language quickly and accurately, and who requires explicit instruction to learn this processing skill (Moats, 1994). Two options for the speech-language pathologist are consultation and collaboration.

The SLP can share her expertise by consulting with the reading teacher about phonological awareness and language processing. We can serve as a resource to the reading teacher, providing her with information and materials on selected topics. This consultation can help provide children with explicit skill instruction across an uninterrupted curriculum (topics introduced in class, which are also featured in treatment).

Another option is to collaborate with the reading teacher to teach language and reading skills together. Previous research has demonstrated that explicit literacy instruction is best facilitated in meaningful language experiences (Lyon, 1998). Pairing our expertise in structured lessons may provide an optimal learning environment for struggling readers.

Overcoming assumptions and sharing knowledge.

Professionals may hesitate to share information with others because they assume their expertise is common knowledge. It is not.

Consider phonological awareness. Despite some positive examples in the literature, evidence suggests teachers have limited knowledge in phonology (McCutchen et al., 2002; Fielding-Barnsley & Purdie). Specific results from K-3 teachers include the following: 29% were correct in saying grass has four sounds; 20% counted the phonemes in the word scratch correctly; 3% could count the phonemes in the word exit (Cunningham et al., 2002). Additionally, 2% of pre-service and 19% of in-service teachers knew that box has four phonemes while 22% of pre-service and 36% of in-service teachers knew phonological awareness is oral (Mather et al., 2001).

Speech pathologists must be willing to share their linguistic knowledge because it is far from common, and research shows success amongst teachers in this skill, given the opportunity to learn (McCutchen et al., 2003; Spear-Swerling & Owen-Brucker, 2003). Speech-language pathologists have extensive linguistic training and knowledge that can be shared via team meetings, individual consultations, or whole school in-service to increase classroom teachers' knowledge.

It works both ways.

Teachers have much information to share with SLPs. While phonological awareness may not be stressed in teacher training programs, curriculum and methods are. SLPs must be open to this information that teachers can offer. Terminology, content units, classroom themes, children's text levels, etc. all help the SLP provide explicit skill training within an integrated context. We just have to listen to each other.

Children from culturally and linguistically diverse backgrounds may also have some difficulty with phonological awareness because of their unique situations. Differences between home and school experiences with language and literacy may affect the ability of children to understand the phonological distinctions encountered in literacy instruction. SLPs and teachers must further expand their expertise in and use of culturally competent practices by exploring, developing, and using a variety of techniques to help such children become literate.

Thinking—and acting—outside of the box.

If our goal is to increase children's literacy we must move beyond our own specialty boxes and increase communication across our professions. We must recognize and explain jargon while we share information. No one profession can end illiteracy. Together our odds are better.

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The History of NSSLHA

35 YEARS OF ACCOMPLISHMENTS

In honor of the 35th anniversary NSSLHA we will devote the next 3 issues of NSSLHA Now! to reviewing the history of the association and those individuals that have contributed to its success. The first installment is a retrospective of the history of NSSLHA and the accomplishments of the association over 35 years.

THE EARLY YEARS

- » The first chapter of **Sigma Alpha Eta** was formed in 1947 at Pennsylvania State University by Eugene T. McDonald (ASHA life member), C. Cordeila Brong, Ruth Millburn Clark, and Margaret C. Bryne. Sigma Alpha Eta was a society formed to encourage the professional interests of students in speech-language pathology, audiology, and speech and hearing sciences.
- » The **ASHA Journal Group** was founded in 1965 to provide ASHA Journals at a reduced rate to undergraduates and master's degree candidates interested in speech, language, and hearing.
- » Clyde R. Willis, Executive Secretary of Sigma Alpha Eta, Western Michigan University, 1965–1972, added students to Sigma Alpha Eta's executive council, elected students to serve as president and vice-president of the Council, and eliminated the academic requirements for membership.

desire for an official relationship with ASHA and a need for a professionally oriented organization which included both undergraduate and master's level graduate students.

- » Clyde R. Willis and Kenneth O. Johnson negotiated the merger between Sigma Alpha Eta and the ASHA Journal Group. Dr. Willis served as the first administrative consultant for NSSLHA.



Willis



Johnson

- » Nicholas W. Bankson served as the administrative consultant for NSSLHA from 1973 to July 1980.
- » In 1973, NSSLHA established its headquarters at the ASHA National Office in Rockville, Maryland and a part-time position of NSSLHA Coordinator was established.
- » NSSLHA published its first newsletter in the fall of 1978.

THE SEVENTIES

- » July 1, 1972, the **National Student Speech and Hearing Association (NSSHA)** was founded through a merger of Sigma Alpha Eta and the ASHA Student Journal Group. Sigma Alpha Eta and the ASHA Journal Group merged out of students'

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NSSLHA

THE EIGHTIES

- » In 1980, the name of the organization was changed to the **National Student Speech, Language, and Hearing Association (NSSLHA)**.
- » NSSLHA Regional Councilors started serving on ASHA's Legislative Council, and ASHA boards and committees in 1983.
- » In 1984 NSSLHA elected its first minority student to the Executive Council, Evette Moore.
- » John E. Bernthal, University of Nebraska Lincoln, served as NSSLHA's administrative consultant from 1980–1986.
- » The first NSSLHA journal was published in 1983.

- » The first **Honors of NSSLHA**, the Highest Honor bestowed by the association, were awarded in 1983. The first recipient was Eugene T. McDonald.



McDonald

- » NSSLHA started recognizing outstanding chapter advisors in 1986. Delores Battle, Sylvester Clifford, Leah Lorendo, Robert Muzzarelli, and Joan McMahon were the first recipients of Chapter Advisor Honors.

- » Sr. Charleen Bloom, College of St. Rose, served as the first Chief of Administrative and Financial Officer of NSSLHA from 1986 to 1995.



Bloom

- » In 1989, The ASH Foundation was the first recipient of the **"NSSLHA Loves" campaign**. Each year the Executive Council identifies a national organization with a mission to improve the conditions of individuals living with a communication disorder and to promote fundraising for this organization among our local chapters. Since its inception, NSSLHA has raised over \$150,000 in support of community service organizations.

THE NINETIES

- » Brian Shulman became NSSLHA's first Executive Director in 1991. He was succeeded by Lynn K. Flahive from 1998 to 2004, and the current director Carlin F. Hageman, professor at the University of Northern Iowa.



Shulman

- » NSSLHA awarded its first **Chapter Honors** in 1994. Auburn University was the recipient of the first NSSLHA Chapter of the Year Honor.
- » NSSLHA began awarding **Regional Project Grants** in 1997 to local chapters to facilitate academic, educational, and professional development workshops/seminars/conferences. Minot State University was the recipient of the first Regional Project grant. In 2005, the Regional Project Grants were renamed the Nancy McKinley Regional Project Grant in honor of the founder of Thinking Publications and an avid NSSLHA supporter.
- » Also in 1997, the NSSLHA Journal was renamed **Contemporary Issues in Communication Sciences and Disorders** to reflect the journal's purpose and emphasize the nature of the journal's scholarly content.

THE NEW MILLENNIUM

- » NSSLHA hosted the first opening session for students at the ASHA Convention on Thursday, November 21, 2002 in the auditorium of the Georgia World Congress Center.

- » NSSLHA hosted the first **NSSLHA Day** at the ASHA Convention, Friday November 14, 2003 in Chicago, IL.
- » NSSLHA changed the name of its newsletter to **NSSLHA Now!** in fall 2004. In 2006, the redesigned **NSSLHA Now!** was awarded two Society of National Association Publication honors and an APEX Grand Award for Publications Excellence.
- » NSSLHA established the **Community Service Grant** program in 2005. Community service grants are matching grant funds awarded to local NSSLHA chapters to assist community organizations with a mission to help individuals living with communication disorders. Clarion University of Pennsylvania was the first NSSLHA chapter to receive this award.
- » Also in 2005, the NSSLHA Executive Council donated \$25,000 to establish the **NSSLHA Scholarship Fund** with the ASH Foundation. The NSSLHA Scholarship Fund, once endowed, will provide financial assistance to undergraduate students to pursue academic coursework in Communication Science and its related disorders.

Meeting of the minds

The NSSLHA chapter of the University of Redlands was fortunate enough to catch Drs. Fujishima and Shibamoto on their way to the international meeting of the Dysphagia Research Society in Arizona for some enlightening lectures on dysphagia diagnosis and rehabilitation.

Ichiro Fujishima, M.D. is a psychiatrist and neurosurgeon and a leader in studies relating to dysphagia rehabilitation in Japan. He discussed the role of dilatation of the upper esophageal sphincter in post-stroke patients.

Isamu Shibamoto, Ph.D., a speech-language pathologist who collaborates with Dr. Fujishima, presented the results of his doctoral

dissertation using fMRI techniques to map brain centers involved in normal swallowing.



Left to right: Jenna Harrison, Dr. Shibamoto, Terilyn Sproles, Ashley Payne, Kelly Rubolino, Dr. Fujishima, Tamara Hattis.



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