



# HEAR SAY



Organizational Committee

September 10, 2010

Volume 6

## WHAT HAPPENS IN VEGAS...



*Congresswoman Dina Titus and Regina Goings, Director, Speech/Language Therapy Services*

This past summer, Las Vegas became the proud host of the 2010 ASHA Schools Conference at The Mirage. A record twelve hundred participants were reported to attend. Speakers such as Barbara Williams Hodson, Jeanane Ferre, Ron Gillam, and Wayne Secord were among the presenters that shared their knowledge and current research in their specialty.

**...GETS SHARED ACROSS THE NATION!**

The NSHA executive board members in partnership with (con't on page 5)



The 2010 NSHA Board Members (from l to r): Mary Bittle (Secretary), Jody Mancuso (Treasurer), Laura Kelley-Howard (Co Vice-President), Karen Moss-Klopfer (Co Vice-President), and Janine Baldis (President).

# LIVELY



Caroline Ciocca, SuperPawn, Patricia Harrison, and Toni Kuiper from Parsons Elementary

As a result of the strong commitment and positive impact it strives to make, SuperPawn is dedicated to placing Lively Letters into 4 schools per year. Last May, four CCSD schools were fortunate enough to be recipients of a donation from SuperPawn to purchase Lively Letters for their schools. Caroline Ciocca, Director of Community Relations, arrived at each school with a donation on behalf of Cash America/SuperPawn. The professionals who received the donation were Patricia Harrison, SLP at Parsons Elementary, Brittany Spencer, classroom teacher at Martinez Elementary, MaryAnne Stocklausner, SLP at Craig Elementary, and Flor Mowery, SLP at Sunrise Acres Elementary.

Lively Letters , a program developed by a speech pathologist and literacy specialist in the public schools of Boston in 1990, offers a multisensory approach for those learning or struggling with phonemic awareness. This program turns letters and sounds into characters by embedding the letters with pictures that show students what to do with their mouths. Music, pictures, hand/body cues, oral kinesthetic cues, and mnemonic stories are all key components of the program.

SuperPawn, while known for its well-established pawn industry in the Las Vegas area, also prides itself in the core values it has and wants to share with the community.

Felice Kadlub, Principal, Brittany Spencer, teacher, and Caroline Ciocca, SuperPawn



# LETTERS

Jim Sesto, Principal, MaryAnne Stockglausner, SLP, and Caroline Ciocca

MaryAnne Stockglausner, SLP in Area 1, shared that she has used Lively Letters in her Special K and kindergarten classrooms. She has gone into the classroom 4 days a week for 30 minutes each day. MaryAnne has found that teachers enjoy the program and some have approached her, requesting that she come into their classroom and teach the students cognate pairs, vowel sounds, or sound blending.



Caroline Ciocca and Flor Mowery, SLP, from Sunrise Acres Elementary School



Flor Mowery, SLP in Area 2, enjoys using Lively Letters at her K-5 building as well. She has provided in-services at her school, collaborate with teachers, and modeled lessons in 2nd, 3rd, and 5th grade classrooms. She, too, has been approached by other teachers requesting consultation and/or modeling Lively Letters lessons in regular education classrooms.

If you are interested in learning more about Lively Letters or in establishing a business partnership between SuperPawn and your school, please contact Bonnie Lamping via Interact.



## Peer Review



Article: Eligibility Criteria for Language Impairment: Is the Low End of Normal Always Appropriate?  
By: Tammie J. Spaulding, Elena Plante, and Kimberly A. Farinella  
Journal: Language, Speech and Hearing Services in Schools Vol.37 No.1 - January 2006  
Reviewed by: June M. Cantrell, M.A.CCC-SLP

Initially I selected this article for review because it directly related to Dr. Secord's summer presentation *Classroom Performance Assessment (CPA)*. But, as I read and re-read through this article it really made me think about special education eligibility criteria, the assessment process and the language tests we use to make decisions. I hope the few details I share with you will peak your interest in such a way that you will desire to read the entire article; and envision the importance and application of CPA.

The purpose of this study was two-fold. First, they looked at the assumption that language impaired children obtained low scores on standardized tests. This led to a number of concerns which included:

- The variability of standard score cutoffs across districts.

- A majority of researchers selecting SLI participants based on a language score set anywhere between 1SD below the normative mean.

- Some researchers advocating inclusion of language impaired children in normative groups of standardized tests; clearly indicating that some children with language impairments will score at the lower end of the normal range.

- Systematic under- or over-identification as a result of a mismatch of the cutoff score criterion and an actual typical score associated with impairment.

- The effectiveness of tests designed to reflect models of typical language skills compared to tests which target language skills known to be impaired.

What does this all mean? Although identifying language impaired children through the use of an arbitrary cutoff score does not lead to identification accuracy it is a common practice in the educational setting, clinical practice setting and research setting.

So the question is, "What does lead to identification accuracy?" The answer is revealed in the second purpose of this study which was to determine how many of the 43 language tests selected provided data on sensitivity and specificity. Sensitivity relates to the percentage of children with language impairment who are diagnosed as language impaired. Specificity is the percentage of children demonstrating typical language skills diagnosed as typical. Under an evidence-based practice framework, identification accuracy is measured by sensitivity and specificity. These two metrics provide evidence to support the use of a language test for identification of language impairment. Only five out of the 43 tests examined met the 80% criterion in both sensitivity and specificity. The five tests were the Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4), Test of Language Competence-Expanded Edition (TLC-E), Preschool Language Scales-Fourth Edition (PLS-4), Test of Narrative Language (TNL), and Test of Early Grammatical Impairment (TEGI). Please refer to the article for details regarding the tests.

In closing, a review of test manuals sensitivity and specificity data and mean group differences will help in justification and the degree of confidence a clinician should place on interpretations made. In addition to test scores, a thorough assessment of a child's educational needs may be conducted using a comprehensive tool such as the *Classroom Performance Assessment (CPA)*. The information gathered will assist school staff (regular/special education) with planning appropriate interventions to address the student's needs more effectively.

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### Mission Statement

We believe that a child has the capacity to learn. As Speech-Language Pathologists, we will address each child's unique communication needs and maximize his learning potential in order that each child may become a confident, self-sufficient member of society. We will ensure that each child is treated with dignity and respect and is guaranteed a positive learning environment.



## ASHA SCHOOL CONFERENCE: CONNECT, CREATE, INNOVATE



(con't from page 1) the Political Action Committee (PAC), hosted a reception for Congresswoman Dina Titus. The evening allowed ASHA representatives, NSHA board members, and other invited guests from Nevada to interact with Congresswoman Titus regarding concerns for recruitment, retention, reimbursement, and the reauthorization of IDEA.

NSHA board members also took part in the SEAL meeting, regional ASHA meetings, and the ASHA Division 16 liaison meeting. NSHA had an informational table in the Rotunda, and the speech department had a recruiting table in the exhibitor hall.

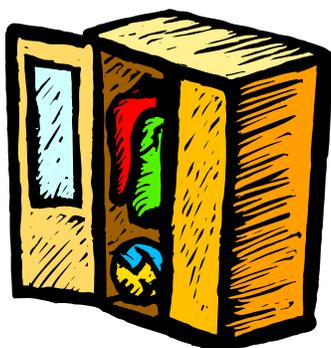


Tommie L. Robinson Jr., PhD,  
CCC-SLP ASHA President with  
Janine Baldis, NSHA President



Catherine Unger, Laura Kelley-Howard, and  
Karen Moss-Klopfer discuss matters with Con-  
gresswoman Titus.

Next year, ASHA  
Schools will be  
held in  
Washington, DC.



Cleaning your closets? Dusting your shelves? Do your materials need new homes? Before you post your unwanted materials on Interact, please check with your coordinator!