

## Santa Clara County Speech-Language-Hearing Association

# NEWSLETTER



## PRESIDENT'S CORNER

Hello SCCSHA members! I hope that this newsletter finds you all well. Thank you to those who attended our winter workshop, "Using Apps in Context" with Sean Sweeney. The workshop was engaging and the content easily applicable within many settings.

Our Spring Luncheon and 3-hour workshop is quickly approaching. We will be back at the Villages in San Jose on **Friday, May 24, 2019**. This year, we welcome Dr. Jeannene M. Ward-Lonergan and Dr. Robert A. Pieretti. They will be presenting on the connection between language, literacy, dyslexia, and the SLP's role.



At our Spring Luncheon the slate of nominated and appointed SCCSHA officers for the 2019-2020 year will be presented. Active and retiree members attending the luncheon are eligible to vote on the presented slate.

Please save **October 4, 2019** for our Fall Workshop. Sarah Ward will be presenting on Executive Function Skills and Strategies for SLPs and associated professionals, grades PreK-12. This workshop will take place at the Los Gatos Lodge. Stay tuned for further details in our Fall 2019 newsletter.



It has been a pleasure working with you all this last year. Thank you for your continued support of and membership with SCCSHA. It is always so inspiring and energizing to reconnect at our events and hear about the wonderful work being done within the profession. I would also like to thank our wonderful board members for their continued dedication and service to our organization. I have learned so much working alongside such a caring and accomplished group of SLPs.

Thank you again and I look forward to seeing you on May 24<sup>th</sup>.

Allison Pepper, M.A., CCC-SLP  
SCCCHA President, 2018-2019

## LEGISLATIVE REPORT FOR SLPs

December 2018

By Ann England M.A., CCC-SLP-L, Legislative Liaison for  
CSHA District 4 & Santa Clara County Speech Language Hearing Association

### **NEW LAW LIMITS USE OF SECLUSION AND RESTRAINTS IN SCHOOLS, REQUIRES ANNUAL DATA REPORT**

Effective January 1, 2019 the new law passed by the California Legislature, **Assembly Bill (AB) 2657**, will impose limits on the use of behavioral restraints and seclusion in schools. *This legislation does not repeal or replace existing laws that provide parameters and procedures for the use of seclusion and restraint for students with exceptional needs.*

#### **NEW LAW:**

AB 2657 establishes a student's right "to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff."

The legislation limits the use of seclusion and behavioral restraints, which include both mechanical and physical restraints, for *all* students and establishes parameters for situations in which behavioral restraints or seclusion may be used.

The legislation also provides statutory definitions for behavioral restraint, mechanical restraint, physical restraint, and seclusion for the first time in the Education Code, adopted from the [Office for Civil Rights' guidance on the use of restraint and seclusion](#).

#### **ANNUAL DATA REPORTING:**

This law requires school districts and nonpublic schools or agencies to collect and report data on the use of restraints and seclusion to the California Department of Education (CDE) annually, no later than three months after the end of the school year.

The legislation also requires CDE to annually post the data from the report on its website within three months after the report is due to CDE.

**To learn more visit the resource for this submission:  
Lozano Smith News Center December 27 2018:**

[http://www.lozanosmith.com/news-clientnewsbriefdetail.php?news\\_id=2842](http://www.lozanosmith.com/news-clientnewsbriefdetail.php?news_id=2842)

**\*\*SAVE THE DATE! MAY 24, 2019\*\***

# SCCSHA ANNUAL LUNCHEON

## Workshop Description

Speech-language pathologists (SLPs) have an exciting opportunity to support students with language-based learning disabilities, including dyslexia. In recent years, there has been increased attention focused on effectively meeting the needs of students with dyslexia at state and national levels. SLPs are well equipped to support these students through direct intervention and through collaboration with teachers and other professionals on inter-professional literacy teams. The purpose of this workshop is to provide an overview of the recent California dyslexia guidelines and legislation and how school-based SLPs can play a role in the prevention, identification, assessment, and treatment of students with dyslexia and other types of language-learning disabilities. Practical ideas and resources will be shared to help facilitate connections between the skills that SLPs possess and how they may be applied to support struggling readers.

### Workshop Objectives

As a result of this workshop, learners will be able to:

1. Explain the primary purpose of the California Speech-Language-Hearing Association (CSHA) Literacy Position Paper, the California Dyslexia Law (AB 1369), and the California Department of Education (CDE) Dyslexia Guidelines.
2. Identify areas of language SLPs may address to support literacy development in students with language disorders and language-learning disabilities including dyslexia.
3. Discuss the SLP's role in literacy assessment in the public schools and how to link the assessment results of general and special educators in the assessment process.
4. Describe treatment techniques, strategies, and approaches that may be used to support this population of students.

**The Language-Literacy-Dyslexia Connection: Speech-Language Pathologists on Board!**

**3  
CEUs**

### ***Presented By***

Jeannene M. Ward-Lonergan,  
Ph.D., CCC-SLP, BCS-CL

&

Robert A. Pieretti, PhD,  
CCC-SLP, CSHA Fellow



**Register Online**  
**Now!**

# The Language-Literacy-Dyslexia Connection: Speech-Language Pathologists on Board!

*Presented By*



**Jeannene M. Ward-Lonergan, Ph.D., CCC-SLP, BCS-CL**

Professor and Chair of the Department of Speech-Language Pathology,  
University of the Pacific

(O) (209) 946-3227 - [jwardlon@pacific.edu](mailto:jwardlon@pacific.edu)

Jeannene Ward-Lonergan serves as Co-director of the Language-Literacy Center (LLC) at the University of the Pacific which was initially funded through a grant from the Strategic Planning Committee. Dr. Ward-Lonergan serves as the Ambassador for the California Speech-Language-Hearing Association (CSHA) to the Decoding Dyslexia California (DDCA) group, and she was the CSHA Representative for the California Department of Education's (CDE) Dyslexia Guidelines Work Group. Dr. Ward-Lonergan has served as a member of CSHA's Literacy Task Force and is the first author of their recent position paper and resource guide titled, "Roles and Responsibilities of Speech-Language Pathologists with Respect to Literacy in Children and Adolescents in California". She has published research articles, book chapters, and presented numerous seminars and workshops in the areas of expository discourse (informational language) and supporting literacy through written language intervention in school-age children and adolescents. She has taught courses in language disorders, assessment procedures, multicultural populations, and research methods at the undergraduate and graduate levels, and she provides clinical supervision to students providing assessment and intervention services to youth with spoken and written language disorders.



**Robert A. Pieretti, PhD, CCC-SLP, CSHA Fellow**

Professor and Chair of the Department of Communication Sciences and Disorders,  
California State University, Sacramento

(O) (916) 278-6759 - [rpieretti@csus.edu](mailto:rpieretti@csus.edu)

Robert Pieretti is the founder and Director of the Sacramento State Literacy Connection. He has been employed for the last sixteen years as a Language, Speech, and Hearing Specialist in the Sacramento City Unified School District, formerly serving as the Head Language, Speech, and Hearing Specialist for the District. Dr. Pieretti's scholarly interests include language disorders, language-based reading disorders, Multi-Tiered Systems of Support (MTSS), and English Learners. He has made over 80 presentations at the local, state, and national levels, co-authored literacy skill development materials, and published several co-authored peer-reviewed journal and periodical articles regarding his research and work supporting the language and literacy skills of both monolingual and bilingual students. He is a California Speech-Language Hearing Association (CSHA) Fellow.

# MAY 24, 2019

## SCCSHA ANNUAL LUNCHEON

The Language-Literacy-Dyslexia Connection: Speech-Language Pathologists on Board!

### Luncheon Schedule

- 8:30** Registration
- 9:00** Introduction/Language, Literacy, and Dyslexia/ California Dyslexia Legislation and Guidelines
- 10:45** Break
- 11:00** SLP's Role in the Treatment of Dyslexia and Other Types of Language-Learning Disabilities / Questions and Answers
- 12:15** Lunch
- 1:00** Honors of the Association, Student Scholarship, and Raffle!
- 2:00** Closing Remarks

### Location

*The Villages Golf  
& Country Club*

5000 Cribari Lane  
San Jose, CA 95135



We're green! Handouts will be emailed prior to the luncheon.



### STUDENT REPRESENTATIVE CORNER TIFFANY CHEN

The end of the 2018-2019 SCCSHA year is here! Since this is my final newsletter as a Student Representative, I would like to thank the SCCSHA board, fellow members, and fellow students. I have thoroughly enjoyed my time as your Student Representative and have learned so much from everyone involved. I look forward to seeing you all at our Annual Spring Luncheon on May 24<sup>th</sup>! Thank you, in particular, to the board members for their hard work and dedication in making SCCSHA a great organization. I look forward to my next steps in the field and to joining you all as a professional! If you have not already, please follow SCCSHA on Facebook. Announcements and reminders about workshops and registration will be posted there. It is also a great place to share information, ask questions, and connect with other members. Have a great rest of the school year!