

## Santa Clara County Speech-Language-Hearing Association

# NEWSLETTER

## PRESIDENT'S CORNER

Dear SCCSHA community,

It has been a whirlwind of a spring and a summer of expectation and changes. We, as speech-language pathologists, have been asked to change our entire method of therapy, often on extremely short notice. We have juggled our personal worries and anxieties along with the uncertainties and new demands of our jobs. I'd like to especially thank the speech-language pathologists and audiologists who are working in our community's hospitals, nursing homes, and clinics. We are so grateful for your unique skill set which, as fellow clinicians, we are especially aware of! As we begin the 2020-2021 school year, I also have the school-based SLPs at the forefront of my mind. Recently, SCCSHA held a virtual think-tank with many local SLPs where we discussed some of the most pressing teletherapy issues. You can find an overview of our discussion as well as some resources that many SLPs may find helpful as the school year begins [here](#). We are committed to supporting the SLPs and audiologists of Santa Clara County, so please continue to reach out to us with any ideas or questions that you may have during this time.

Because we are committed to supporting our community, we have made the decision to convert our annual Fall Workshop to a live, online webinar. Geraldine Wallach, a legend in the field of language development and intervention will be joining us virtually on **October 16th, 2020** to present: ***Supporting Language Learning Across the Grades: Practical Connections to Literacy and Academic Learning.*** I have attended several of Dr. Wallach's presentations in the past and, every time, I am blown away by the practicality of her goal-writing ideas as well as her unique and functional approach to language intervention. This workshop will be offered at a **special rate** as a gift to our SLP community, registration is now open.

For our AAC novices and aficionados, I am also very excited to announce that Gail Van Tatenhove will be presenting at our Winter workshop on **January 15th, 2021**. We will be monitoring the ongoing pandemic situation to determine if this event will be in person or virtual. We are also excited to re-invite Professors Lei Sun and Pei-Fang Hung of California State University Long Beach to present a 3-hour workshop in the spring on Ethics and Evidence Based Practice in Clinical Decision Making. With ASHA's new CEU requirement in the area of ethics, this spring workshop will be the perfect way to learn something new and meet your CEU requirements.

I encourage each of you to visit the [SCCSHA website](#) to renew your membership so that you can take advantage of these amazing professional development opportunities! As always, please reach out to us with any ideas or questions.

Best wishes,

Andrea Goddard, M.A., CCC-SLP  
SCCSHA President, 2020-2021



# SCCSHA LEGISLATIVE UPDATE \* FALL 2020

By Ann England

Legislative Liaison, Santa Clara County Speech Language Hearing Association

During school closures due to the COVID-19 pandemic, SLPs have had many questions and one area has been about tele-therapy. Here is a specific question that SCCSHA was asked to address:

## QUESTION:

Can a speech-language pathologist who is employed by and works in the public schools, who has a credential from the California Commission on Teacher Credentialing, but does not hold a license from the California Department of Consumer Affairs, Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board, deliver their designated IEP special education speech and language therapy services via tele-therapy/distance learning model?

## ANSWERS:

On July 10, 2020 from the Licensing Unit, Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board, Speech and Hearing Licensing Unit: "Yes."

On July 9, 2020 from California Commission on Teacher Credentialing, Special Education, Sarah Solari, Consultant in Teacher Preparation reported: "an SLP may provide services to K12 students as part of their typical service while employed by the K12 organization via teletherapy. You may want to have the K12 organization consult with their legal department if the question is about reimbursement that involves Medicaid. The CA Commission on Teacher Credentialing only monitors whether individuals have the appropriate credential."

## RESOURCES TO FIND ANSWERS TO YOUR SLP LICENSE AND CREDENTIAL QUESTIONS:

SLPs are encouraged to work collaboratively with their employers to seek guidance regarding the scope and focus of their work. In California, SLPs can also seek answers to their questions by contacting:

### California Commission on Teacher Credentialing:

Email: [SpecialEducation@ctc.ca.gov](mailto:SpecialEducation@ctc.ca.gov)

1900 Capitol Avenue | Sacramento, CA 95811-4213 Web: [www.ctc.ca.gov/](http://www.ctc.ca.gov/)

### California Department of Consumer Affairs, Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board:

Email: [speechandhearing@dca.ca.gov](mailto:speechandhearing@dca.ca.gov)

2005 Evergreen Street, Suite 2100 | Sacramento, CA 95815 Phone: (916) 263-2666

Web: [www.speechandhearing.ca.gov](http://www.speechandhearing.ca.gov)

### ASHA (American Speech Language Hearing Association):

ASHA has provided guidance about providing tele-therapy and you can find the complete guidance on their website: <https://www.asha.org/About/Coronavirus-Updates/>

Hello all, my name is Kayla Guglielmo and I am excited to be the new student representative for the 2020-2021 cycle. I am currently a second-year graduate student at SJSU, obtaining my masters in Speech-Language Pathology. My interests are elementary school-based services and early intervention with an emphasis in autism spectrum disorder.

# Supporting language learning across the grades: Practical connections to literacy and academic learning

*Presented by Geraldine P. Wallach, Ph.D., CCC-SLP*

## Workshop Description

This presentation will outline key concepts and recent research that relate to literacy-based language intervention approaches with a focus on the integration of spoken and written language. The continuum from foundation literacy, through content-based literacy, to disciplinary literacy will be highlighted. The workshop will provide a conceptual framework that underpins the writing of meaningful goals and objectives for children and pre-adolescents that address language, literacy and academic connections. Relevant and less relevant goals will be evaluated. The themes addressed will include the reality that language includes and encompasses literacy and literacy includes and encompasses language. Highlighting the continuum from early elementary school to middle and high school levels, we will ask: What should language-literacy based intervention “look like” at each level? And what is/are the roles of collaborative team members within a shared literacy environment. Will these ideas work across diverse populations we serve in schools?

The components of intervention will be addressed including: (1) the beginnings and evolution of language learning and literacy; (2) the use of background knowledge in the construction of meaning; and (3) the integration of content and structure knowledge. A strategic approach to intervention weaves its way through the discussion. We will question questionable practices that exist and persist and offer evidence-based alternatives.

## Learning Outcomes

At the end of the presentation, participants will be able to:

- Discuss current intervention practices across the language learning continuum that integrate literacy-based approaches
- Write three goals, one for each literacy level, that are contextually-relevant and curriculum-based
- Address the importance of the disciplinary literacies in the intervention choices of speech-language pathologists (SLPs) and other team members
- Highlight the difference among language knowledge, skills and strategies that relate to intervention decisions
- Address two cautionary themes related to overuse of labels in the identification and treatment of students with language, learning and reading disabilities

# Supporting language learning across the grades: Practical connections to literacy and academic learning

## October 16, 2020 via Zoom

### Workshop Agenda

8:30 – 9:30	A conceptual framework for language and literacy within a shared literacy framework
9:30 – 10:00	What language-based literacy intervention “looks like” within a knowledge, skills, and strategies paradigm
10:00 – 10:15	<b>Break</b>
10:15 – 10:45	The continuum of spoken and written language disorders: Practical applications across ages, stages and diagnostic designations (Still language-based?)
10:45 – 12:00	Focus on language-based goals and objectives for early elementary levels: Strategic intervention and evaluation of scenarios to bring theoretical constructs into practice
12:00 – 12:30	<b>Lunch</b>
12:30 – 1:00	Moving through to middle and high school levels in literacy learning and academic success
1:00 – 1:30	Continuing with literacy-based intervention with a focus on higher level knowledge and skills for spoken and written language
1:30 – 1:45	<b>Break</b>
1:45 – 2:45	Strategic language-based intervention: Comprehension and organizational strategies
2:45 – 3:00	Sharing information and Q & A session

### About the Speaker

**Geraldine P. Wallach, Ph.D.** (*Dr. Gerry Wallach*) is a Professor Emerita the Department of Speech-Language Pathology at California State University, Long Beach, Long Beach, California. She teaches courses in childhood and school-age language disorders, assessment, phonology, and language development. She has published widely in school-age language disorders including her most recent book: *Language Intervention for school-age students: Setting goals for academic success*. She is an editor of the recent text: *Handbook of Language and Literacy: Development and Disorders* (NY: Guilford Press, 2014). She has also been one of three Americans involved in a teacher training project in Guangzhou, China. She prides herself in being a school-based professional and is committed to issues in education and the expanding role of speech-language pathologists in literacy.



[Register online now at SCCSHA.org.](https://www.sccsha.org)

We are offering this workshop at a **special rate** as a gift to our SLP community:

SCCSHA Member: \$60

Non-member: \$75

Retiree, CF: \$35

Student: \$10

*Participants will be emailed the handout and slides before the presentation.*