

First Annual Family Fun Festival was a Great Success!!



The Suzanne Vitale Clinical Education Complex at WKU held its first annual Family Fun Festival on Saturday, October 24. The event was a huge success! This family-oriented event offered an opportunity for families to meet other families, therapists, volunteers, professionals and local resource providers, as well as showcase the services offered by the programs of the Clinical Education Complex. Our very own Suzanne Vitale kicked off the event, followed by segments every half hour which included the BG Rockerz Dance Team, Broadway the Clown, Music & Movement with Vicki Beach, Story Time with the Bowling Green Public Library and Kids on the Block. Participants also enjoyed information tables showcasing area services, inflatable games, face painting, a petting zoo from the WKU Ag Farm, trucks from the Bowling Green Fire Department and Medical Center EMS and lots more! The Kelly Autism Program and the Renshaw Early Childhood Center were able to donate \$168 to WHAS from proceeds made from hot dog sales. A fun time was had by all!

Upcoming Events:

- WKU Christmas Break—
December 21-January 1
- FRP Family Conference—
April 2010



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Parent Spotlight: Lori Douglas

My name is Lori Douglas. My husband Tad and I have a 10 year old daughter who was diagnosed with Autism in 2005 at the age of 5. When we learned of this news, we went through the emotional roller coaster that every parent goes through when dealing with this type of situation. Once we accepted it, we immediately began looking for ways to help Morgan. Since I am employed at WKU, I had insight into what they had to offer special needs children. I quickly found the Communication Disorders Clinic and immediately enrolled Morgan in twice a week, one-on-one Speech Therapy sessions. We immediately saw improvements in Morgan's social and language skills. It wasn't always immediate results; there were many times we took steps backwards. But in the end, we always seemed to progress forward.

In January, 2009, we were asked about pairing Morgan with another child with similar deficiencies. While one-on-one therapy was very beneficial, Morgan needed interaction with peers to help her handle social situations. We agreed to this and the two children spent their

sessions with each other, each having a clinician to focus on the individual child's needs. This allowed the continuation of the one-on-one therapy, but included aspects that allowed her to immediately practice what she learned. This arrangement was very successful for us. So much that we decided to continue with this same setup for another semester.

Whether a person is looking for one-on-one or collaboration therapy or both, WKU's Communication Disorders Clinic will work to meet the needs of the individual the best way possible. We have a wonderful relationship with the Clinic and feel that they have helped Morgan, as well as us, succeed in our progress towards coping with Autism. Another way to look at it is, not only are they working to help the person with a specific need, they are also training individuals who will one day be working in the schools, hospitals, and workplaces where those with special needs need help the most. It is a win-win situation.

Fall in the Early Childhood Center by Vicki Beach

The children and staff at Big Red School have had a busy fall semester. We have been learning about the rain forest for the last few weeks, but took some time off to learn about pumpkins and go trick or treating! Programs at the CEC participated in our trick or treating fun by handing out candy as we walked from program to program around the building. Upon returning to the classroom, children helped to carve a pumpkin and got to decide which shapes should be for which part of the pumpkin face. We had a real sensory experience touching the pumpkin "guts", and there were lots of "oohs and aahs" when they got to see it lit up in the dark.

Happy Autumn from the kids and staff at the Early Childhood Center!



Preston Family Acquired Brain Injury Resource Program by Richard Dressler

This semester, ABIRP is providing assistance to 8 students taking college courses, either on campus or online. Five of those students are military service members who have survived brain injuries as a result of their service. However we are also helping 3 civilian students. One of those students is Eric J.

Eric was a former WKU football player who had transferred to UK in 2006 to be a walk-on wide receiver for the Wildcat football team. However, in May 2006 he was hit by an uninsured motorist while driving his car in Lexington. Eric spent the next 3 months in UK's medical center before being transferred to Frazier Rehab Hospital in Louisville for in-patient rehabilitation. He returned home in September 2006.

Eric continued with home therapy until he decided to

return to school in pursuit of a degree in Exercise Science at WKU. During the 2008-2009 school year, he discovered that his courses were more challenging than he remembered them being before his accident. This past summer, he took speech therapy from a local outpatient therapy service to prepare him for the Fall 2009 semester. His speech pathologist told him about WKU's Acquired Brain Injury Program.

Eric is now taking 6 hours of courses toward his degree. ABIRP is providing help with his organization and planning for assignments and tests, along with general encouragement. Eric is also an active member of the West End Church of Christ in Bowling Green.

For more information about ABIRP, please call 745-2520.

Communication Disorders Clinic News by Mary Lloyd Moore

Two Communication Disorders Undergraduate Honors Students are working on their Theses in the CD Program. One Thesis, being researched by Chelsey Smith, is entitled: The Effects of a Three Point Sensory Diet on Verbalization/Vocalization in a nonverbal child on the Autism Spectrum. She has been accepted to present her findings to the Kentucky Speech Language and Hearing Association Convention in February. The other Thesis, being researched by Kathy Schulte, is entitled: A Speech Language Pathologist's Perspective on the Referral and Assessment of Bilingual Children Whose Primary Language is not English. We are proud of these students and look forward to hearing about the results of their research.

The Communication Disorders Clinic hosted a new program in the summer of 2009. An Augmentative Communication (AC) Devices Language Group was held this summer in Boot Camp that met for eight sessions in July (twice per week for four weeks). There were three par-

ticipants, all of whom enjoyed the experience and made progress.

The AC users participated in theme based language activities using their adaptive technology to provide access to communication, recreation, and computer based activities alongside their peers. Social interaction was emphasized to enhance communication skills and promote self-esteem.

The Communication Disorders Clinic is also pleased to announce that Mrs. Toby Black, MAE, OTRL, a licensed pediatric occupational therapist, will provide consultative services with the Communication Disorders Clinic beginning in the fall 2009 semester. She will be with us for three hours per week to offer strategies to address sensory needs for individual students as well as to provide training for our student Speech Language Pathologists. We welcome Toby to the Suzanne Vitale Clinical Education Complex and look forward to working with her.

Busy Summer/Fall at the Kelly Autism Program by Dr. Marty Boman

The Kelly Autism Program had one of the most successful summer programs to date! Eighteen participants were involved in paid positions; this was exciting for everyone when they received their paychecks. Also, eight post-master's interns completed their practicum placements with lessons focusing on China and India. The participants created kites, ate with chopsticks and learned about the Great Wall of China.

The fall semester started with a lot of enthusiasm with 26 college students, representing nine states. Everyone is adjusting well to their new surroundings. They have been to the Mammoth Caves and have had a number of cookouts. Their parents are very pleased with their success as the program continues to grow.

Hosted by the Kiwanis, the LifeSkills Run for Autism was held on October 17th. All proceeds were donated to KAP, which more than doubled from last year. The family festivities included: inflatables, face painting, animal balloons, ice cream and family entertainment. Special thanks to the event co-chairs, Brian Packard and Matt Idlett as well as Brad Schneider from LifeSkills!

Below, the Thomes family raised \$1,000 for the LifeSkills Walk-Run.

The 6th Annual Alliance Awards were held on November 4th. Twenty-seven businesses were presented with Alliance Awards for their support of the program; four families were recognized as Friends of KAP for their personal effort and financial support; nine professors/instructors as well as six WKU staff and student organizations were recognized with Special Awards. BC McCandless, the first KAP Circle of Support graduate received a KAP scholarship. The Altoria Awards (the Highest) were presented to Terry Brownson, CEO of Wendell Foster Center for hosting KAP-O in Owensboro, and Brian Packard for his endless work for the LifeSkills Run for Autism. Dr. Gary Ransdell presented the awards with a crowd of over 100 people watching the festivities.



The picture above shows the Fall 2009 Kelly Autism Program Circle of Support Program Participants.



Family Resource Program Highlights by Vella Mae Travis

The fall semester is the beginning of a fresh, exciting year. This is especially true for the FRP. Joining Dr. Saundra Starks and Vella Mae Travis are Interns: Dennis Makokha, Jessica Fultz, Rebecca Redd, Poornima Balne, Kristi Jones, and, returning as a volunteer, Sarah Stucy.

The FRP staff will be providing assessments, parent education, family caregiver support, screenings, referrals, educational support and a Resource Lending Library available to parents. Some of the upcoming projects for the year are the Parents' Coffee Hours, the Holiday Assistance Program for families in need and a conference for families with children who have special

needs in the spring. Other projects include offering professional development opportunities for area professionals, and the School Outreach Project, where FRP staff will be going into area schools to meet with staff and parents.

Please remember that the FRP started an agency assistance program with Goodwill Industries last year that continues to benefit FRP families. Based on the weight of the donations, Goodwill credits the FRP account with money that can then be used to provide clothing to FRP families in need at no charge to the families. Donations can be credited to the FRP at WKU at any time at any of the Bowling Green Goodwill locations. Thank you!

ASK THE CLINICIAN: If You Think Your Child Has a Speech Problem

Your child's speech begins with early vocalizations at 2 or 3 months, followed by babbling (playful, vocal sound) around 5 to 7 months, and then jargon (strings of sounds or syllables produced with a variety of stress and intonation) from 8 to 24 months. These various types of vocalizations usually continue through the child's first 50 words. By 12 months, the child is starting to string the sounds together to form "true" words.

How intelligible is your child's speech to a stranger during his early years? There is a broad range of normal, but typically a child at 19 to 24 months of age is 25% to 50% intelligible to strangers. At 2 to 3 years, the child is 50% to 75% intelligible. At 3 to 4 years, the child is 80% intelligible. At 4 to 5 years, the child is 90% to 100% intelligible to a stranger, though a few articulation errors may be present.

Individual speech sounds are developed gradually. Many studies have reported the ages at which children typically produce each speech sound in the first or final position in words. A child may produce a sound correctly 50% of the time for months and sometimes a year or two, before the sound is always correct. According to A. Pena-Brooks and M. Hegde, in *Assessment and Treatment of Articulation and Phonological Disorders in Children* (2000; Austin, TX: PRO-ED), the following sounds can be expected to be produced correctly at these ages:

By age 3: *h, w, m, n, b, p, f*

By age 4: *d, t, y* (as in *yes*), *k, g, ng*

By age 6: *l, j* (as in *jump*), *ch* (as in *chair*), *sh* (as in *shoe*), *v*

Errors with *r, s, z, th* (as in *thing*), *th* (as in *father*) and *zh* (as in *garage*) may persist.)

By age 8 to 9: Child matches the adult standard for the production of all consonant sounds.

You can help your child speak more clearly if you.....

- Use short sentences but don't use baby talk
- Model correct speech for your child
- Pronounce words slowly and correctly for the child to hear and imitate
- Look at your child when you are both talking
- Let the child watch your face, lips and tongue as you form sounds and words, prolonging the speech sound the child has difficulty saying (for example, "Where is your ssock?")
- Repeat new words & sounds over & over, & use them often in your conversations with the child
- Make a scrapbook with your child; cut out & paste pictures of objects the child learns to say or recognize
- Give cues or prompts, such as "Try that name again," or "It's not 'boap,' it's (soap)."
- Praise your child when sounds are correct, especially if the sounds were previously difficult for the child.



You should take your child to a speech-language pathologist if.....

- Your child does not produce speech sounds appropriate for his or her age
- Strangers have difficulty understanding your child's speech if he or she is 3 years or older
- Your child's teacher reports that other children make fun of your child's speech
- Your child shows frustration with his or her speech

Contact the American Speech-Language-Hearing Association to assist you in locating a professional speech-language pathologist in your area (www.asha.org).

**Taken from Pro-Ed, © 1976, 2002 by Mary Brooks & Deedra Hartung

More photos from the Family Fun Festival!!!



The Kelly Autism Program & Renshaw Early Childhood Center are proud to be recipients of the WHAS Crusade for Children grant.

Reality Check: Kids Know Something's Up—Money, Money, Money!

By Tammy Shaffer

People everywhere are impacted by today's economy. Gas costs more. Groceries cost more. Prices have gone up on almost everything, and paychecks haven't matched the inflation rate. Adults are definitely feeling the impact of the current financial market. No matter how much you try to shield the kids, they know something's up, and it's not just inflation. The resulting stress has an impact on the entire family, and impacts family activities.

1. Parental stress is likely higher than it's been in a while. They may be dealing with a layoff, or worried about a layoff, or worried about a friend who has been laid off. A former sense of job security may have been replaced by anxiety. Kids have amazing emotional radar and will pick up on this stress. They will KNOW something is wrong, even if you tell them nothing.
2. Don't be surprised if children, especially adolescents, act out occasionally. Tantrums, anger and blame are common, especially if they're being asked to give something up. Don't address outbursts while the child is still venting; wait until they are calm to bring it up and talk about their feelings.
3. The family budget just doesn't seem to go as far as it used to. As a result, the kids and the family may not be getting some of the things that used to be taken for granted—dinners out and movie nights may be replaced by time at home. High-ticked electronic games may be replaced by "Sorry" or "Monopoly" rather than Wii or Play Station. Kids may feel a) deprived by the loss of fun activities or "stuff", and/or b) may feel like they are being punished for some unknown crime.

So, what is a parent to do? Let's lay out a few steps you can take. All is not lost. Kids are resilient; they bounce back, and can understand more than we give them credit for.

1. Have a family meeting. Talk to your kids about what is happening, and how it is going to impact them and your family. Answer their questions, while keeping the information you give age-appropriate. If a child needs to give up gymnastics or karate lessons for a while, tell them. Make sure

they understand that they are NOT being punished, and that hopefully lessons and activities will resume in the future.

2. If a stay-at-home parent needs to obtain a job, explore how that will impact the routine at home. On the other hand, if a parent has lost a job, take a look at how that might impact the family—what will that parent DO while at home? Even if a child is excited to have a parent home more, it means change. Change can be stressful. Map it out.
3. Maintain consistency as much as possible. Routine is important for kids, and can provide reassurance that not everything changes. Remember to keep your talks as positive as you can and focus on the kids' lives, not yours. It's OK to let them know you are concerned about finances; it's not OK to let them know how freaked out you might be. Keep THAT conversation for your friends, not your kids.
4. Ask older children how they feel and if they have any questions, and really listen. They may have a mental image that is much scarier than the actual situation. Assure them the family will get through this together. Let younger children ask questions as well, but be aware of how much information they can absorb. Keep your words age appropriate and answer questions best you can.
5. So, you've talked with the kids about what activities have to be cut & what vacations have to be cancelled. Now, get a family plan. IF you have to cut back on fun activities, what are you going to replace them with? Be creative, brainstorm fun things the family can do together for low or no cost. Family game nights are always a hit—take turns on who gets to pick the game. Have a kids cook night—let them pick the menu and serve the folks—they'll love it! (A hint: homemade pizza is lots of fun, and lots cheaper than ordering!) Take advantage of local nature trails, walk the neighborhood on the soon-to-be-coming cooler nights, or put on some music, push the coffee table out of the way, and show the kids some of your dance moves. Don't forget to let them show you theirs, too!



Suzanne Vitale Clinical Education Complex News

CEC CELEBRATES SUZANNE VITALE'S BIRTHDAY



CEC WELCOMES DR. DONALD NIMS

We are delighted to welcome Dr. Donald Nims to the Talley Family Counseling Clinic! Dr. Nims will provide his expert insight and supervision for Family Counseling Clinic students-in-training. Welcome Dr. Nims!

WITH HEARTFELT THANKS

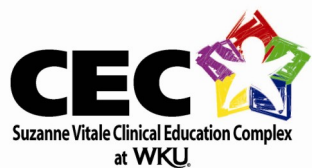


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- Vickie and Dan Renshaw
- Suzanne Vitale
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- The WKU Parents' Advisory Committee
- Chris Harmon and the WKU IT Department

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- Blessings Unleashed Foundation
- Moving Matters, LLC
- KY-SPIN, Inc.
- Bowling Green City Schools
- The Center for Courageous Kids
- LifeSkills Developmental Services
- Kim Eubanks
- Abbie's Special Friends
- Kids On the Block
- Jenny Jagat & the Bowling Green Public Library
- BG Rockerz Dance Team
- Bowling Green Fire Department
- The Medical Center EMS
- WKU Ag Farm
- Rheanna Plemons
- Donna Renshaw
- Mary Bryant
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- Vella Mae Travis
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