

Family Resource Program Hosts Summit by Vella Mae Travis

The Family Resource Program collaborated with the Suzanne Vitale Clinical Education Complex programs to present the first Special Needs Community Summit. This event was modeled after The Family Café, an annual conference for individuals and families with special needs in Florida. This annual state-wide conference provides information on resources and services available to the special needs community in Florida. Like the Florida conference, the Special Needs Community Summit provided information on this area's resources and services.

This very unique summit was the first of its kind in the area; it targeted professionals in the community as well as parents and caretakers of children with special needs. Area health care providers and other professionals had the opportunity to earn 2.0 hours of CE credits. Sessions were provided on "Feeding Disorders" with Leisa Hutchison, MS, CCC-SLP, as well as "Common Psychiatric Disorders in Children" with Cindy Lemon, ARNP.

In addition, professionals were able to attend a session on "Michelle P. Waiver Services" with David Wheeler, MSW, and Cameron Yates, BSW, free of charge. All parent/caregiver workshops were free of charge. Parents and caregivers enjoyed a presentation by Dr. Cathy Reeves, Clinical Psychologist and Registered Play Therapist, in addition to other workshops. Vendors were also on site to offer information about their services. The day ended with a psycho-drama and a panel presentation on "How to be an Effective Advocate for Your Child in the Public School System".

In presenting the Special Needs Community Summit, the Suzanne Vitale Clinical Education Complex met the needs of parents, caregivers and professionals by providing information, making connections to local resources, and giving members of the special needs community an opportunity to be heard and supported. Thanks to everyone that came out and supported this inaugural event.

CEC Director Receives State Award by Leisa Hutchison

Mrs. Mary Lloyd Moore was recently awarded the 2010 American Speech and Hearing Foundation/Kentucky Speech-Language Hearing Association (KSHA) Clinical Achievement Award by the Kentucky Speech-Language-Hearing Association. The award was presented at the state conference awards banquet held on February 26th. Mrs. Moore was awarded this high honor for her outstanding work and dedication as the Director of the Suzanne Vitale Clinical Education Complex. Additionally, Mrs. Moore serves as the Director of the Communication Disorders Clinic, as well as a clinical instructor and clinical supervisor in the communication disorders program at WKU.

As a winner of Kentucky's highest clinical honor, she will also serve as Kentucky's nominee for the American Speech and Hearing Foundation's national DiCarlo Award.

The DiCarlo Award is given to an individual showing outstanding clinical achievement in the areas of leadership, clinical application and research, and/or community public service, which were the same criteria for the state award.

Please join us in congratulating Mrs. Moore for all of her hard work, dedication, and leadership in all aspects of the Suzanne Vitale Clinical Education Complex.



Upcoming Events:

- July 6-28—Summer Speech Clinic
- September 11—SVCEC Family Fun Festival
- October 16—Lifeskills Kiwanis Walk/Run for Autism

Inside this issue:

- Best Buddies at WKU **2**
- Learning About KY **2**
- Feeding Clinic **3**
- Ask the Clinician **4**
- SV CEC News **5**

Best Buddies at Western Kentucky University by Rachel Neuner

Western Kentucky University recently started a Best Buddies college chapter this Spring. The Best Buddies mission is to establish a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities. A college buddy is a college student who commits to a one-to-one friendship with a person with intellectual or developmental disabilities for one academic year. A Buddy is an adult, 18 or over, with a mild to moderate intellectual or developmental disability who commits to a one-to-one friendship with a college student for an academic year. For being a brand new chapter, Best Buddies at WKU has an outstanding total of 19 Buddies, 36 College Buddies and 4 associate members, which we hope increases as our chapter grows.



Through mutually enriching friendships, Best Buddies gain a greater understanding of themselves and those with special needs. Through Best Buddies, people with intellectual disabilities secure rewarding jobs, live independently and, most importantly, make life-changing

friendships. Together, Best Buddies participants build a more inclusive world, one friendship at a time.

On Monday, February 15, Best Buddies at WKU had their first ever match party. At the St. Patrick's Day themed party, the college buddies met their buddies at DUC's bowling alley, where there was music, pizza and bowling. The match party was a great success and everyone had tons of fun! Best Buddies plans on having several events for members to socialize with their friends. In order to create a positive environment for our organization we hope to have support from Bowling Green's community. Best Buddies at WKU is on its way to becoming a great college chapter!

To learn more about the organization visit www.bestbuddies.org and to fill out an application to join a Best Buddies near you, visit www.bestbuddiesonline.org. Email Rachel.neuner814@wku.edu or leisa.hutchison@wku.edu for more information.

Learning about Kentucky in Big Red School by Vicki Beach

Big Red School was wishing for warmer days as we geared up for the spring 2010 semester. We studied a unit loosely based on Kentucky this semester. We learned about mountains, lakes, baseball, caves, farming and the KY Derby. We even took field trips with some of our older children to Lost River Cave Valley. We even managed to take the boat ride!

We continue to get new referrals everyday and are expanding how we serve our families by adding the new component of an Outreach Consultant Program thanks to WHAS grant funding. We are blessed to have Ericka Powell on full-time in this new outreach position. Ericka is currently serving children who are newly diagnosed, children who have limited access to services, or families who are experiencing challenging behaviors. Ericka has worked at the Early Childhood Center for 5 years as a student and graduate assistant and we are

thrilled to have her continue her journey with us.



Preston Family Acquired Brain Injury Resource Program by Richard Dressler

The number of students we assisted in the spring semester was lower than the number of students we were helping during the fall 2009 semester. Several students had unexpected medical complications and another student did not re-enroll in school.

With the decreased number of students, we shifted our attention to working with the Brain Injury Unit at Ft. Campbell to conduct a study of problem solving skills of soldiers who have suffered blast injuries. We have been approved to conduct the study and over the next 12 months will be collecting data from test scores and comparing soldiers with and without blast injuries, and

soldiers with and without post traumatic stress disorder (PTSD).

ABIRP is continuing with a local support group for survivors of brain injuries and their families. In the past months we have had speakers who have provided information on financial and medical resources, as well as physical therapy activities. And we continue to encourage the University, the Foundation and others to fund the construction of a supervised living facility for special needs individuals who would benefit from the resources at the Suzanne Vitale Clinical Education Complex and Western Kentucky University.

Eleven States Represented in the KAP Circle of Support by Dr. Marty Boman

The Kelly Autism Program’s Circle of Support Program (college level) continues to grow every year, but will be reaching its maximum number shortly. Currently eleven states are represented including: Alabama, Arizona, California, Florida, Illinois, Indiana, Kentucky, Missouri, Ohio, Texas and Tennessee. These individuals bring excitement as well as many different perspectives to the university.

According to the number of telephone calls received, there are various supports needed for these individuals as they pursue post-secondary options. Most partici-

pants focus on the executive function components of their lives that impact areas such as: academic, social/behavioral, sensory, and transition.

The hope is that other Kelly Autism Programs will soon be opening at other universities. A critical component is the production of the National Marketing Model, with its various components. Mr. Leo Govoni, Special Needs Trust Administration, has been discussing this process with the KAP staff, and may be assisting with this endeavor.

Communication Disorders Undergraduate Honors Students Complete Theses by Mary Lloyd Moore

Two honors students enrolled in the Communication Disorders Program recently completed their theses. Chelsey Smith and Kathleen Schulte, both Communication Disorders majors and WKU graduates, participated in the Honors Program at Western Kentucky University. As part of the requirements of the Honors Program, they each engaged in research and completed their theses in May.

Chelsey Smith was actively engaged in her research since September. The title of her thesis is: *The Effect of a Three Point Sensory Diet on Vocal and Verbal Behavior in a Non-Verbal Child on the Autism Spectrum*. This research project was completed in the Communication Disorders Clinic here at the Suzanne Vitale Clinical Education Complex over the Fall 2009 and Spring 2010 semesters. She did a poster presentation of her project at Posters at the Capitol in Frankfort on January 29, 2010, as shown in the picture at right. She presented a seminar, describing her research, at the Kentucky Speech Language and Hearing Association (KSHA) Convention at Lexington, KY on February 24. In addition, Chelsey received the prestigious \$2,000 Steckol Award at the KSHA Convention for her outstanding contribution and potential. Chelsey will attend graduate school at Western Kentucky University. Congratulations Chelsey!! We are proud of you!



Chelsey at Posters at the Capitol

Ms. Kathleen Schulte was also engaged in her research since September. She recently was awarded best conference poster presentation winner in the undergraduate social sciences category at the Western Kentucky University Student Research Conference. Kathy’s poster, entitled, “A Speech-Language Pathologist Perspective on the Referral and Assessment of Bilingual Children Whose Primary Language is not English,” is a summarization of her honors thesis by the same title. Kathy’s research was conducted over two semesters.

Both Chelsey and Kathy defended their work in May. We are confident that both students will make a significant difference in the lives with whom they work.

BG/Warren Co. Feeding Clinic in Planning Stages

The Suzanne Vitale Clinical Education Complex is partnering with the Regional Child Development Clinic and the Bowling Green Independent School System to establish a Pediatric Feeding Team that will provide assessment and treatment of feeding disorders. This team will assess feeding difficulties and disorders as well as treatment. During treatment, the feeding team will model strategies to help children:

- Accept and swallow different food textures;
- Enjoy varied food groups;

- Accept solids and liquids; and
- Resolve G-tube dependency.

As a result of this partnership, a Feeding Disorders Workshop was offered at the Suzanne Vitale Clinical Education Complex on 2/22/2010 with forty-three families and professionals present. A follow-up workshop was held on Thursday, May 6, 2010 at Forest Park Baptist Church as part of the Family Resource Program Special Needs Community Summit.

WKU Communication Disorders Clinic Gears Up for 2010 Summer Session

The Western Kentucky University Communication Disorders Clinic is planning for the Summer Session, which will be from Tuesday, July 6 through Thursday, July 28. We will offer hour-long sessions on Mondays and Wednesdays, or Tuesdays and Thursdays from

9:00 am until 3:00 pm. We offer speech-language assessments as well as treatment in articulation, language, fluency, voice, auditory processing, or augmentative communication. For more information, please call 745-2183.

ASK THE CLINICIAN: How To Help Your Child Listen

Listening is half of communication. Help your child learn to be a better listener and he or she will become a more effective communicator. First, make sure your child is hearing normally. If you have any concerns about your child's ability to hear, seek professional help from an audiologist for a complete hearing evaluation.

Once your child hears adequately, the child then has to understand what he or she hears in order to respond appropriately. When children understand what they hear, they have auditory comprehension. When a child understands words and sentences, he or she has developed speech and language skills. Listening skills help a child develop friendships by participating in the normal sharing of conversational give-and-take. Good listening skills provide a child with a greater chance at success at school since students spend more time listening than doing any other activity.

When you respond to a child's speech and language efforts in a positive manner, the child is encouraged to continue to keep trying. Likewise, the child learns how to become a good listener when you model desirable behavior. Let your child know you are listening in a sincere way. You can do this by giving your full attention when the child is talking to you, looking at the child, waiting patiently for the child to finish, and then responding in a meaningful way to what the child said. You can also show good listening behavior when you sit down in a quiet room, turn off nearby radios or televisions, and devote all your attention to the conversation with your child. Challenge your child's listening skills by interjecting a little humor. For example, ask the child how many wings a bird has, and then ask how many wings a frog has. When you ask your child questions, vary the type of question you ask to keep the child listening closely. Sometimes a question seeking a one-word reply is necessary (for example, "Did you feed the dog?"). Other questions may require more listening and thinking (for example, "What did you like about dinner tonight?" "Why do we go to the grocery store?" "What would happen if your big brother tried to wear your shoes?")

You can encourage your child's good listening skills when you.....

- Reduce and eliminate background noise and distractions when talking to the child

- Get the child's attention before speaking
- Talk to the child at eye level
- Speak slowly and clearly to the child, and repeat if necessary
- Reduce visual and auditory distractions in the room to help with attention and focus
- Use a consistent routine
- Respond to what the child says so he or she knows you are listening
- Use words helpful to the child as he or she remembers a sequence (for example, "first," "next," "then," "finally")
- Use other cues, such as facial expressions, pointing to objects, or gestures, as needed to enhance communication
- Repeat your ideas often and in different ways (for example, "Please put on your shoes before you go out to play." "Shoes go on first. Then go play." "What do you do first?" "If you have your shoes on, then you may go play.")
- Give your child time to think after a question
- Exaggerate important words with your voice (for example, "Time for **lunch**." "Wear the **purple** shirt.")
- Rephrase your directions or questions
- Provide a generous supply of listening experiences (for example, human voices, singing, music, animal sounds, sounds found in a park, a zoo, a city street, a backyard) and have your child tell you everything he or she hears
- Give praise when the child listens well
- Have an occasional reward waiting for the child when he or she listens well
- Spend time every day conversing with your child in a relaxed, unhurried setting



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Suzanne Vitale Clinical Education Complex News

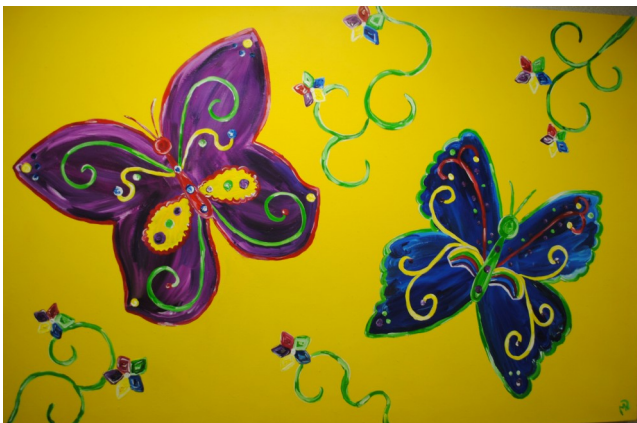
NEW ARTWORK PLACED AT THE SUZANNE VITALE CLINICAL EDUCATION COMPLEX

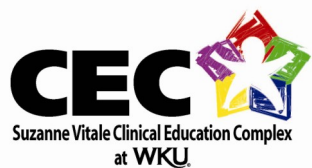
We are pleased to showcase the new artwork that has been placed at the Suzanne Vitale Clinical Education Complex. Last November Mitzi Dooley, a most talented Bowling Green artist, was commissioned by the Communication Disorders Department to create the wonderful artwork that supports the sensory opportunities we encourage here at the CEC. She created three whimsically beautiful butterflies to encourage our children to flutter down the Butterfly Halls to enhance memory and learning.

The charming bunnies remind our children to hop down the Bunny Halls, encouraging them to be alert.



The colorful ants inspire the children to march down the Ant Halls, helping them to be ready for work and fun. When you are at the CEC, please come and see this wonderful artwork!





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**Visit the CEC
website at
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