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Letter from the Chair: Spring '17

Our Board has been busy! These hard-working Board members have tackled a number of projects to ensure quality in our application process and Board operations, and to expand our services to our specialists.

Many of the projects are highlighted in this newsletter. You'll meet our new specialists and new Board members. You'll learn about the results of our marketing survey with ideas you may want to use to leverage your specialty certification. We've even told you about our upcoming Advanced Session at this year's ASHA Convention, and revealed the launch of our exciting new online continuing education program.

Much work is underway that you'll hear more about in future newsletters. We're revising our application process and materials, and considering ways to integrate the results of our Practice Analysis Study into the application requirements. Our Manual is being divided into three documents, including an Operations Manual for the Board. And we're investigating a reinstatement policy. Watch for future updates! Enjoy!

Kathleen Whitmire, Chair



Welcome your new Board members

Due to receiving six outstanding nominations as well as impressive participation during the voting process during this past summer's election, the ABCLLD welcomes TWO newly elected Board members:

Froma P. Roth, PhD, CCC-SLP, BCS-CL (Jan. '17 – Dec. '19)

Professor Emeritus, University of Maryland, College Park,
MD, Department of Hearing and Speech Sciences

Froma Roth has spent her 40+ year career pursuing a passion for children's language development and difficulties experienced by preschool and school-age children at risk for or with language/learning disabilities. All of her research, teaching, and clinical work is guided by the research-to-practice question: How does the laboratory evidence translate into actual practice to promote children's language and literacy learning and developmental outcomes?

Her numerous publications, papers, books, and presentations reflect this translational focus. She completed foundational studies that broadened the lens through which we view language development, the variety of communication and linguistic factors that place children at-risk for language impairments and school failure, and successful scaled research evidence to practical instructional methods/procedures. She often is invited to chair and participate on professional committees and task forces charged with policy-making mandates.

In all professional arenas, Dr. Roth prizes collaborative teaming as the most enjoyable and productive approach to problem solving. This preference arose early in her career and remains a topmost priority today.



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Linda Schreiber, MS, CCC-SLP, BCS-CL (Jan. '17 – Dec. '19)

Linda Schreiber & Associates, The Cognitive Press, and Clinical Assistant Professor at the University of Wisconsin-Eau Claire



Linda Schreiber is a consultant and a publisher. She is CEO of Linda Schreiber & Associates and The Cognitive Press. She is also Clinical Assistant Professor at the University of Wisconsin-Eau Claire, where she teaches online courses for Continuing Education. She has extensive experience in the school setting as a speech-language pathologist, a program administrator, and a liaison between the department of public instruction and local districts. Linda has authored and coauthored numerous publications and articles in the area of phonology, language, literacy, phonological awareness, and adolescent language disorders. In addition, she has served as project manager/senior editor of over 10 major researched curricula that focus on teaching academic content (language arts/reading, math, and science) to students with moderate-to-severe disabilities. She has consulted on, revised, or edited over 13 university textbooks that are high-quality prominent texts in the field.

Continuing Education

ABCLLD launches NEW online CE program

The ABCLLD is thrilled to announce we're offering an online continuing education program this fall! More information coming to you soon!

Authors: Sean Hess, PhD, CCC-SLP; Trisha L. Self, PhD, CCC-SLP; and Anthony DiLollo, PhD, CCC-SLP

Many protocols used for assessing social skills of individuals with Autism Spectrum Disorder (ASD) are based on behavioral observations. It has been suggested, however, that social cognition encompasses processes underlying observable behaviors. Such processes include personal constructs which can be assessed using repertory grids.

Personal constructs of five high-functioning teenagers with ASD were explored using repertory grids. With visual structure and verbal scaffolding, all participants successfully engaged in the repertory grid process. It appears that high-functioning adolescents with ASD have well organized, complex construct systems related to social relationships. Data suggests they have a significant understanding of social roles and are interested in social interactions. Repertory grids offer a person-centered view of social cognitive processes, which may provide a starting point for intervention.

Learning outcomes for presentation attendees will include:

1. Gaining a basic understanding of personal constructs;
2. Experiencing the process of repertory grids and learning how they are used to explore personal constructs; and
3. Applicability of repertory grids as person-centered tools that can be used to help individuals, families, caregivers, and professionals better understand their children, relatives, friends, and clients with ASD.

ABCLLD advanced courses at Convention

You won't want to miss our '17 ASHA one-hour seminar!

We're already looking forward to this year's ASHA Convention, which will feature a great advanced-level session, brought to you by the ABCLLD's Continuing Education Committee.

- One-hour advanced session – "Improving Expository Speaking, Writing, and Comprehension for Students with Language-Related Learning Disabilities"
 - Invited speakers are: Teresa A. Ukrainetz*, S-LP(C), ASHA Fellow, Professor and SLP Division Chair at Utah State University; Catherine L. Ross, MS, CCC-SLP, Associate Lecturer and Supervisor of Clinical Services for the Division of Communication Disorders at the University of Wyoming; and Amy K. Peterson, MS, CCC-SLP, speech-language pathologist and lead SLP for the Laramie County School District in Cheyenne, Wyoming.
 - They will report on the effect of a novel, instructional notetaking procedure on the comprehension and expression of informational texts by fourth to sixth graders who have language-related learning disabilities. The notetaking intervention they created systematically, explicitly, and supportively moves students from identifying ideas in informational text to expanding those ideas into fluent, well-formed oral and written reports. The primary investigator will report on the study and the two clinical collaborators will describe how they have implemented the treatment protocol in their work settings: a university clinic and an elementary school.

*Teresa Ukrainetz hails from Canada originally so her credentials look different than ASHA's CCCs.



**2017 ASHA
Convention**

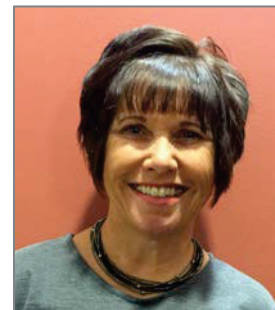
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Nov. 9 – 11

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**Los Angeles,
California**

Congratulations to recently named Board Certified Specialists in Child Language and Language Disorders (BCS-CL)

Margo Kinzer Courter, MBA, MA, CCC-SLP, BCS-CL

Margo Kinzer Courter has been grateful to serve children with language impairments in a variety of settings in her 28 years of practice as a speech-language pathologist. She began her career in inpatient pediatric rehabilitation. From there, she made the move to an outpatient clinic that specialized in language based learning disabilities. This background of the medical and the educational world of language and language disorders has provided the foundation of her career. She now serves as the owner and lead speech-language pathologist at Courter Communications, a private practice in Indianapolis. She is the author of *Here's How Children Learn Speech and Language: A Text on Different Learning Strategies* by Plural Publishing and *Phonemic and Phonological Awareness through Visual Phonics*, which is self-published. She is also an international presenter and consultant on language disorders. She is the 2013 recipient of the Nancy McKinley Leadership and Mentoring Award from OSSPEAC (Ohio School Speech Pathology Educational Audiology Coalition) and the 2016 Distinguished Teaching and Outstanding Contribution to the Education Profession from the Bureau of Education and Research (BER). BER is the leading provider of professional development and training resources for educators in North America. She is honored to serve the children and families who are impacted by a language disorder.



Celebrating colleagues' achievements

Last fall, the ABCLLD recognized many of your fellow specialists who were featured at the 2016 ASHA Convention. The following specialists and their great work were not included in that listing. Please join us in congratulating these two specialists for their accomplishments:

Sarita Eisenberg, PhD, CCC-SLP, BCS-CL, presented:

- No Reason to Wait: Targeting Complex Sentences with Preschool Children
Section: Language in Infants, Toddlers & Preschoolers

Jeannene M. Ward-Lonergan, PhD, CCC-SLP, BSC-CL, was a co-presenter for an invited Literacy Assessment and Intervention Committee Panel Presentation on:

- Discourse Intervention: Improving Spoken & Written Discourse in School-Age Children & Adults

News You Can Use

Child language specialist survey: Results summary

In August 2016, the ABCLLD conducted a digital survey to gather information to tell us more about our specialists and their perspectives on the BCS-CL so we may better serve our specialists. A total of 40 Board Certified Specialists in Child Language responded to the survey. Of those who responded, the primary employment settings were identified as follows:

Early intervention (0 – 3)	5%
Preschool	2.5%
K – 12	15%
College or university	55%
Private practice	15%
Medical	2.5%
State government	0%
Telepractice	0%
Other	5%

Of the total respondents, 72.5% provided direct services to children at some level and 67.5% supervise students, clinicians, or other professionals within their primary work setting. The majority of respondents (60%) were awarded board certification in child language within the past 10 – 15 years.

In terms of the perceived value of board certification in child language, the survey respondents consistently reported that the certification has distinguished them as leaders in the field of child language. They also reported that parents and other professionals view the status of Board Certified Specialist in Child Language as equivalent to medical specialization.



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Specialists reported that their certification:

"Increased referrals to a degree, helps me promote my services as distinguished from others in the area, serves as strong qualifier on the few occasions of legal consultation."

"... has made clients more 'eager' for my services in that it boosts my credibility in some way."

"... provides credibility when providing consulting services."

"Validates my expertise."

The ABCLLD will review the feedback provided by the respondents to identify strategies for specialists to use to promote the BCS-CL to the public. In addition, the ABCLLD is interested in gathering information on the needs of its specialists for advanced level continuing education offerings. Finally, as a reminder, about 65% of the respondents represented two categories, and a more diverse sample may show varying results.



"The spring wakes us, nurtures us and revitalizes us.
How often does your spring come?
If you are a prisoner of the calendar, it comes once a year.
If you are creating authentic power, it comes frequently, or very frequently.
~Gary Zukav



Pictured at a 2016 ASHA Pre-Convention Board meeting (left to right) are:
Secretary Judy Montgomery,
Vice Chair Monica Ferguson,
Treasurer Melissa Jakubowitz,
former Treasurer Barbara Moore,
Chair Kathleen Whitmire,
CE Coordinator Trisha Self, and
Past Chair/Historian Paula Rhyner.

Advanced Knowledge, Skills & Experience

The mission of the **American Board of Child Language and Language Disorders (ABCLLD)** is to promote high quality services to children and adolescents ages birth through 21 years whose language learning may be characterized as typical, at-risk, or atypical. The ABCLLD is approved by the Council for Clinical Certification.

The ABCLLD e-Newsletter is created and distributed regularly for specialists. For more information, visit www.childlanguagespecialist.org or contact the Board Administrator at ABCLLDInfo@gmail.com or 312.620.2267.