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## Welcome your new Board Members

### Kathleen Whitmire: Chair (Jan. 2016 – Dec. 2018)

Kathleen entered this profession more than 40 years ago because of her interest in the language patterns of hearing impaired students, and she has worked with or on behalf of students with language disorders since then. Her experience includes school-based practice, university supervision and teaching in four institutions, administrative positions at two national organizations, research at a national institute, and consulting. In addition, she has been called upon to present and publish extensively at the state, national, and international levels for the past 30 years. Currently, she serves on two editorial boards and two national boards. Her work in all of these settings and activities has focused on school-based services for students with language disorders, and frequently addresses the needs of adolescents — an area of child language, she believes, is too often overlooked by our profession. Kathleen was one of the “early” Specialists in Child Language and Language Disorders and served on the Inaugural Cadre of Advisors.



### Monica Ferguson: Vice Chair (Jan. 2016 – Dec. 2018)

Monica is Research Associate and Co-Director/Co-Founder of the Stegner Young Writing Scholars' Institute at the University of Utah's College of Education. She is also Faculty Associate in the Special Education Department, where she teaches language development courses; Executive Director of an educational consulting practice providing language-literacy intervention; and former school-based SLP/administrator with over 20 years of clinical language-literacy experience. Monica has served as an expert consultant and has presented widely at international/national conferences on language, literacy, and increasing academic achievement for multi-level learners in inclusive classrooms as well as successfully developed/implemented differentiated instructional literacy programs. She has also served as a consultant on several global school improvement projects for USAID and UNICEF in Tanzania, Bosnia-Herzegovina, and Nicaragua, providing training to speech-language pathologists and educators on effective language-literacy teaching practices. Monica is the author of an instructional program designed to prepare educators to teach language-literacy for projects sponsored by UNICEF and USAID.



## 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 of **American Speech-Language-Hearing Association (ASHA)**.

## **Barbara Moore: Treasurer (Jan. 2016 – Dec. 2017)**

Barbara has over 30 years of experience working with children in public school systems as a teacher, SLP, and as a program director in special education to design and develop programs for students with disabilities. She has provided supervision and direction to numerous clinicians and specialists. She has supervised in a university clinic and also taught courses in Communication Sciences and Disorders programs, including Seminar in Child Language, Child Language Disorders, Introduction to Communication Disorders, and Seminar in Phonological Disorders and Schools Issues. As a BCS-CL, Barbara's specific area of expertise is in designing and developing programs that implement intervention strategies for children with communication impairments resulting from their disabilities, including specific language impairment, autism, and intellectual disabilities. She has presented at ASHA conventions and at state speech-language hearing conventions as well as numerous other venues, frequently addressing service delivery and legal issues in school services.



## **Judy Montgomery: Secretary (Jan. 2016 – Dec. 2018)**

Judy has worked primarily with pediatric child language disorders for over 40 years. Twenty-two of these years were spent in school districts as an SLP, a K – 8 principal, and a director of special education. Later, she joined the faculty at Chapman University in Orange, California and established the graduate CSD program there. Judy enjoyed serving on the Legislative Council, the Executive Board, and as President of the CSHA from 1987 – 1989 as well as the President of ASHA in 1995. Six years ago, she became the Editor of the ranked journal, *Communication Disorders Quarterly*. She has contributed publications to our field including 18 articles, 12 books and clinical resources, and one standardized test of vocabulary. Currently, her research, presentations, and publications are focused on vocabulary acquisition and interventions.



## **Trisha Self (Jan. 2016 – Dec. 2017)**

Trisha is an Associate Professor in the Communication Sciences and Disorders Department at Wichita State University (WSU) in Wichita, Kansas. She teaches courses, supervises, and conducts research in the area of child language disorders, including a required graduate course on autism spectrum disorders (ASD). Further, she holds a BCS-CL with 30 years of experience working with children demonstrating complex communication needs, including ASD. As an Associate Professor at WSU, Trisha is committed to helping students at all levels (undergraduate and graduate) gain the knowledge and skills needed to diagnosis and treat children who have or are at risk for language delays and/or disorders. Currently, she directs a university-based autism interdisciplinary diagnostic team, which she developed. This team, made up of seven different allied-health and education disciplines across three colleges, seeks to: identify children with significant needs, including ASD, to give them the best opportunity to function at the highest level possible; provide a diagnostic resource to the South Central Kansas area; and build an interprofessional team of professionals within the community while providing allied health and education students the skills needed to offer appropriate services within their future community workplaces.



## **Continuing Education**

### **ABCLLD wants to hear from you!**

The ABCLLD is working on offering online, advanced courses in child language coming soon in 2016! In the meantime, ABCLLD is planning a three-hour advanced short course and one-hour advanced seminar for the 2016 ASHA Convention in Philadelphia. Anyone with ideas for speakers and topics may email Melissa Jakubowitz – Continuing Education Officer at [lthpfxr@gmail.com](mailto:lthpfxr@gmail.com).

## ASHA Convention: Butler Symposium and advanced session



Board meeting attendees in Denver (L to R): Monica Ferguson, Barbara Moore, Melissa Jakubowitz, Sue Ellen Krause, Kathleen Whitmire, Judy Montgomery, Sherry Sancibrian, and Paula Rhyner.

Every year, specialty boards are allotted timeslots for advanced sessions at the ASHA Convention. These sessions are for the benefit of members in order to assist in keeping up-to-date on current practice in child language and also in obtaining *advanced* continuing education hours for board certification.

At this year's ASHA Convention in Denver, Colorado, the ABCLLD sponsored the Katharine G. Butler Symposium in Child Language. Jan Wasowicz, PhD, CCC-SLP, presented "Spelling Error Analysis: A Clinical Tool for Assessing & Planning Intervention for Reading & Writing." Jan discussed how specific language deficits manifest as specific patterns of misspelling in student's writing. She explained brain-based models of written language development and the rationale for using a speech-to-print approach to intervention and instruction.



Monica Ferguson (Vice Chair) and Sherry Sancibrian (Former Chair) working at Specialty Board exhibit booth.

Further, Jan helped participants identify the linguistic underpinnings of word-level reading and spelling and described specific patterns of misspelling and how to linguistically analyze student's misspelled words. It was an excellent and well-attended session with 107 attendees.



L to R: Kathy Coufal (Former Chair), Nickola Nelson (BCS-CL), Sue Ellen Krause (Former Treasurer), and Katie Gottfred at Convention in Denver.

In addition to the Butler Symposium — a three-hour short course — the ABCLLD hosted a one-hour advanced session presented by Sylvia Diehl, PhD, CCC-SLP, on "Social Perspectives & Executive Functioning Considerations: Supports for Conversation & Reading Comprehension." This excellent presentation was also well-attended with standing room only.

## 2015 ASHA award recipients

Congrats again to the following BCS-CLs and ASHA Fellows who received accolades at the ASHA Convention this past November:



Linda R. Schreiber



Sue Ellen Krause



## Member Spotlight

### Transition plan for CE requirement for specialty certification in child language and language disorders

As part of the transition from Specialty Recognition to Specialty Certification, ASHA's Council for Clinical Certification's (CFCC) Committee on Clinical Specialty Certification (CCSC) has established minimum standards for obtaining and maintaining certification as a Board Certified Specialist (BCS). Renewal of the Specialty Certification now requires maintenance of the individual's CCC, documented evidence of a minimum of 100 hours per year of direct and/or indirect clinical contact hours in the area of specialization, and 10 CEUs (100 contact hours) at the intermediate or advanced level over the five-year renewal period in the area of specialty certification.

Based on these new requirements, three changes have been made to the continuing education requirement for renewal of Specialty Certification in Child Language and Language Disorders:

- The number of hours required has been increased from the previous amount of three CEUs (30 hours) over the six years prior to renewal, to 10 CEUs (100 hours) over the five years prior to renewal.
- While the majority of continuing education must be *specific* to child language and language disorders, a specified number of hours may be *related* to child language and language disorders (e.g., cognition, executive functioning, genetics, counseling, other related disorders).
- CEUs may be from more than one source (e.g., workshops, webinars, journals, DVDs).

This change became effective Jan. 1, 2016. To allow for this transition, the increase will be phased in over six years, with the full amount of CEUs required for renewals beginning in 2021. The rationale for this transition plan is threefold: (1) specialists cannot increase the amount of CEUs they accrued prior to 2016; (2) the previous requirement of 30 hours over six years averaged to five hours per year; and (3) the new requirement of 100 hours over five years averages to 20 hours per year. [Using those averages, the new renewal requirements can be found by clicking here.](#)

## Retired your CCC-SLP or planning to do so?

Are you retired from practice (not providing or supervising the provision of clinical services) and have retired your CCC-SLP? If so, you now have the option of Retired Status for your Specialty Certification in Child Language and Language Disorders. Effective Dec. 31, 2015, a Specialist with BCS-CL can apply for Retired Status of Specialty Certification. Retired Status allows you to remain affiliated with the ABCLLD and append the BCS-CL (Retired) designation to your name. If approved, you will no longer be required to meet the certification maintenance professional development requirements. In addition, Retired Status results in a reduction in annual dues to \$50.

Retired Status for your Specialty Certification is available to any specialist who: (a) has retired from practice, (b) has held Specialty Certification (or Recognition) in Child Language and Language Disorders for at least the past five consecutive years, (c) either has held CCC-SLP for at least 25 total years *or* is age 65 or older, and (d) has retired the CCC-SLP and now holds CCC-SLP (Retired).

If an individual holds Retired Status of Specialty Certification and wishes to return to Active Status, reinstatement will be subject to reinstatement procedures current at that time. This may include completing professional development hours and resubmitting the application portfolio.

**NOTE:** If you want to apply now for Retired Status, we will accept your Retirement Status Application until Jan. 31, 2016 with no late fee. If you already renewed for 2016 but are approved now for Retirement Status, you will receive a reimbursement for the difference in the annual fee. To apply for Retired Status of Specialty Certification, [please complete and submit the application form](#). For questions, contact Chair Kathleen Whitmire at [kathleen@sdqenterprise.us.com](mailto:kathleen@sdqenterprise.us.com).

## Kudos to recently named BCS-CL, Elizabeth P. Lucas

Elizabeth is an SLP who works with children ranging in age from four through eight years with varying language and learning abilities in both public schools and clinic settings. Currently, Elizabeth is a Master Clinician with the newly founded University of Delaware Speech, Language and Hearing Clinic, and a Senior Clinician with the Appoquinimink School District in Middletown, Delaware. In addition, she holds an Adjunct Faculty position with Wilmington University, where she teaches a graduate level course in child language development.

The core of Elizabeth's intervention strategies is child-centered speech and language therapy to enhance a child's ability to interact with the environment through meaningful and highly motivating activities rooted in evidence-based practice. Her strategies to increase language development consist of guided learning providing choices using visual objects or pictures, sabotaging the environment, and providing pause time and errorless learning. Elizabeth's activities to facilitate increased skills in form, content, and use include singing songs with instruments and telling stories using movement and puppets. Both activities facilitate turn taking, shared attention, and enjoyment while working on sentence structure and vocabulary. Elizabeth earned both her undergraduate and graduate degrees at Temple University, where she was the recipient of the Adele Gerber award for academic excellence.

## ABCLLD finalizing child language practice analysis study

The Child Language Practice Analysis Taskforce is completing its systematic study to develop a competency framework to identify and validate the child language specialty certification program. To conduct the major activities for this study, the Taskforce:



1. September: Conducted a competency framework development meeting;
2. October/November: Conducted a pilot survey and revised the survey based on the pilot test findings;
3. November/December: Launched the survey and is in the process of analyzing the survey data; and,
4. January/February: Will review the survey findings and use of the competency framework to prepare the practice analysis report.

If you received and completed the survey, thank you! Your participation is necessary to align the designated competencies with our application requirements. The ABCLLD will utilize the results of this study to establish the validity of the certification program requirements by demonstrating a linkage with the competency framework.