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www.bcaslpa.ca

Vibrations

September 2014

► PRESIDENT'S MESSAGE

Hello to SLPs and Audiologists throughout BC. I hope that you have had a great summer. This will be the final President's Message from me, so let me take a moment to thank everyone for the great opportunity it has been to serve as your President. I have enjoyed immensely the chance to get to know so many great people throughout the association and province. I am excited for the direction the association is moving and look forward to seeing the great things to come.

As we prepare for the next couple of months I am looking forward to the conference in October. It will be a great opportunity and I am told we are already experiencing an increase in registrants. The conference committee has worked very hard and has done a great job in organizing a great event. I hope to see all of you there.

I am proud to have served with such a great council and think that the direction we have taken for advocacy and awareness has shown great dividends. As we move forward in this direction I hope that we all are aware of opportunities to let others know of our professions, and all the great things we can accomplish together. See you in October.

Brent Clayson

► 2014 BCASLPA CONFERENCE: \$100 MEMBER PRICE

Early Bird Registration Deadline – September 15

Don't forget to register for the [2014 BCASLPA Conference](#). The focus this year is on Evidence Based Practice. You may already know that the price is only \$100!! After September 15, the price increases to \$150 for members.

Come and be inspired by informative sessions, interesting exhibitors and a chance to meet your colleagues. This year's conference will take place at the [Vancouver Marriott Pinnacle Downtown](#). The room rate is \$139 per night plus taxes. Please book your room using [BCASLPA's Marriott Reservation Form](#) by October 2nd.

Here is the [conference package](#) full of information on the speaker line-up, presentation topics and hotel details. See you in October.

Please note that there is no Audiology stream at the 2014 Conference due to CAA's Annual Conference in Whistler in October. Audiology members will have access to a webinar recorded at the SAC's Annual Conference.



▶ SLPS ON STRIKE

Many people in BC have called the current labour unrest in our schools “the teachers’ strike”. While it is true the majority of the BCTF is composed of teachers, there are many speech-language pathologists that are a part of this union. In fact, school SLPs fall under the term “learning specialists” as do educational psychologists, counsellors, and librarians. So, how has the strike/lockout affected BC school SLPs? The following list touches on some of the ways:

No time for anything else

During the government lockout, union members were not to be on school premises 45 minutes before and after school and were not to work at recess and lunch time. In addition, they were advised to not access government websites (including email) or take any work home during these times. This made it extremely difficult to complete assessment reports, respond to emails, write year-end summaries and prepare therapy materials as SLPs are usually at schools working with students during school hours. Not being able to come to work early, work at lunch, or leave late made it impossible to keep up with necessary tasks.

Ratios, caseloads, and workloads

Many SLPs across the province did not realize that the BCTF tabled district ratios for our position. An example of a ratio would be 1 SLP for 1,250 students. This means that if a school district had 12,500 students, 10 SLPs would be hired. This was new terminology for school SLPs as concepts “caseload” and more recently “workload” have been the current approaches in the area of speech language pathology. In fact, recommended ratios for school SLPs were very difficult to find despite searching the internet and contacting other SLPs. This emphasized the disconnect that often exists between school SLPs and the education system.

What do we do with this report?

There was lots of confusion regarding SLP year-end reports and assessment findings. Teachers were given very specific instructions on how to handle report cards, IEPs, and educational assessments before the full strike at the end of June. At first, there was very little direction for SLPs and other special education professionals on the procedures for reporting information to parents and administrators. As a result, many SLPs were confused and felt the job action was contradicting the documentation and reporting procedures as outline by CSHHBC. Many issues were eventually clarified with local union officials but it is estimated that many school SLPs did not complete year-end summaries. Decisions on these documents will have to be made when school resumes, adding to an already hectic time of year.

Social media

Many union members, including SLPs, turned to social media to express their views, find up-to-the-minute information, and ask questions of other educational professionals in BC. As a result, school SLPs were able to raise awareness about their caseloads and connect with other SLPs in BC and in North America. Job action highlighted the importance of social media in advocating for students and improved speech/language services.

Even though labour action has been extremely challenging and full of uncertainties, it has provided school SLPs with an opportunity for a voice and the hope of improved caseloads.

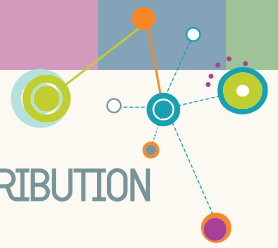
Jason Sirianni, RSLP, Kamloops School District

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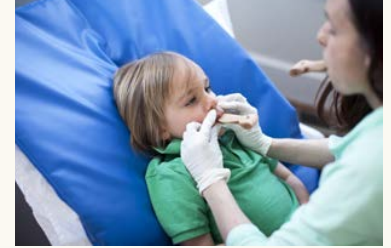
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PADOVAN METHOD®

Padovan Method® of neurofunctional reorganization (NFR) is a global, neurosensory developmental approach, that was created in Brazil more than 40 years ago by Béatriz Padovan, teacher and SLP, after more than 20 years of researches and experimentation. This method is based mainly on the various research efforts, among which those of Rudolph Steiner, who demonstrated that there are relations between "walking", "talking" and "thinking". The multidisciplinary team under researcher Temple Fay then demonstrated that the neuro-evolutionary stages are an important part of neurological organization. The approach is also based on the most recent data on neural plasticity, which is the capacity that the nervous system has to learn, to become functional or to get better after an injury or an accident.



THE CLIENTS

Padovan Method® can be applied at all ages, from newborns to elderly. It is used with whomever is facing neurological disabilities or dysfunctions.

- Developmental delays, syndromes, learning disabilities ;
- nervous system degenerative diseases ;
- following an accident, an injury or an overload of the nervous system (chronic fatigue, chronic pain, intolerance or allergies, etc.) ;
- psychiatric or psychological problems.

The method aims to :

- Recuperate lost functions following an accident, a disease or a developmental issue, etc. ;
- prepare or stimulate the body to gain new functions (in a developing child or in an athlete for example) ;
- prevent degeneration or simply maintain a maximal state of functioning.

THE TRAINING

For whom : Professionals with a Bachelor's degree in health sciences.

Includes : 5 modules spread out on a minimum of approximately two and a half years.

Process : Those modules must be achieved in order. Practice days and module reviews are also recommended throughout the training process.

Module 1 : Sensorimotor Development (5 days) January 28-29-30-31 and February 1st 2015, Vancouver (280\$ per day)

This module is based on the theoretical foundations that demonstrate the link between the motor, language and cognitive processes. The goal is for the student to assimilate the core principles and the theories of the Padovan Method® as well as to master the body exercises sequence that uses the neuro-evolutionary stages of the sensori-motor development.

Module 2 : Oral functions and their rehabilitation (4 days)

Assimilate the neurology concepts inherent to the sensori-motor development (neuro-evolutionary stages) that are complementary to the 4 oral neuro-vegetative functions : breathing, sucking, chewing and swallowing. Master the motor oral exercises of the 4 functions.

Module 3 : Malocclusion, articulation disorders (4 days)

Part 1 : occlusion (2 days) Assimilate the theoretical concepts on malocclusions and articulation disorders resulting from immature or inadequate sensori-motor development or neuro-vegetative functions. Master the exercises specific to these conditions.

Part 2: articulation and speech disorders (2 days : mandatory for speech therapists and elective for other professionals). Assimilate the concepts inherent to the production of human articulated speech as well as sounds and voice production processes that go along with a harmonious development of primitive neurological circuit. Master the exercises specific to associated pathologies.

Module 4 : The 12 senses according to Steiner and associated neurology (4 days)

Acquire a synoptic and coherent vision of neurofunctional reorganisation and delve deeper into the teachings of Rudolf Steiner on the relations between **Walking-Talking-Thinking** and the 12 senses.

Module 5 : In-depth study of neurological and neurodevelopmental disorders (4 days)

Assimilate neurology concepts associated with the following pathologies: dyslexia, dyscalculia, dysgraphia, dysorthography, dyspraxia, attention deficit disorder, autism spectrum disorder, etc. Master the exercises related to these disorders.



Register now
Places are limited

Contact us
for more details
on the upcoming
trainings.

Padovan® therapeutic material now available. **For more information or to order, please contact À Pas Devant Distribution.**



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► REFLECTIONS ON AN INTERNATIONAL HEALTH PROJECT IN LEH, LADAKH, INDIA

Two weeks into working with professionals in the Pediatric Unit for Special Children and speech therapists in the ENT department at the Sonoo Norboo Memorial Hospital, I finally have time to reflect on the differences between service delivery in Canada, where services are well established and India, where services are still developing. In both environments there are hard working dedicated professionals providing assessment and intervention services and amazing families who are living with children with a wide range of developmental, neurological, learning, hearing and speech language problems.

Ladakh is part of the Jammu Kashmir region of India protected from tourism till the 1970s. Bordered by Pakistan and China, Ladakh has a strong military presence, but the last major outbreak of violence was in 1999 when Ladakh came to the attention of the international world with the Kargil war with Pakistan. Today Leh, the capital city, is bustling with local trekkers and Indian tourists during the summer months. Smart phones and satellite dishes are increasingly ubiquitous.

Views towards disability are quite diverse, but regardless of religion (Bhuddist, Muslim, Hindu or Sikh), there are still undercurrents of guilt and shame. The disability movement is gaining strength and mothers are now asking for help from doctors and other professionals. Many professionals blend traditional and western medicine.

In Ladakh there is a plentitude of NGOs funding services and good works. One Italian NGO (AEVO) http://www.aevo.org/web_ENG/progetti/Ladakh_EN.html has worked with the ENT department to set up and maintain a newborn hearing screening program for all hospital births and has trained staff on cerumen removal, audiological & ABR testing as well as hearing aid fitting. Cochlear implants, although fitted in other parts of India, are not yet used in Leh. The addition of an equipped ambulance has enabled outreach audiological services to outlying villages where health services are limited.

Speech-Language Pathologists and Audiologists are highly aware of the challenges faced by children with speech, language or hearing problems in the school system. An additional challenge for children in Ladakh is the



Team building exercise after a very busy day

teaching style and mode of instruction. When children enter school they learn the alphabet in English and develop rote skills with minimal understanding of content. Children initially receive instruction in Hindi, Ladakhi, Urdu and English. Aptitude influences transition from nursery into grade school and many children languish with younger peers until their behaviour becomes too disruptive. English increasingly becomes the mode of instruction, particularly in complex subject. Handwriting also becomes essential for passing exams. Typically developing children are able to overcome these challenges, but children with poor speech and language skills face enormous challenges and receive no special education support.

The Vancouver Team from Sunnyhill Health Centre has focused its project on working with hospital staff to set up and develop children's services at the government hospital (SNM) in Leh and to advocate for children in the school system. Although interacting with children and families fulfils the personal needs of the Vancouver Team, the true work is in empowering the local professionals by supporting their initiatives, setting up systems and facilitating new learning. In Canada we take for granted continuing education opportunities and access to research through the internet and social media. Sharing these resources with the local professionals at Ladakh is extremely important.

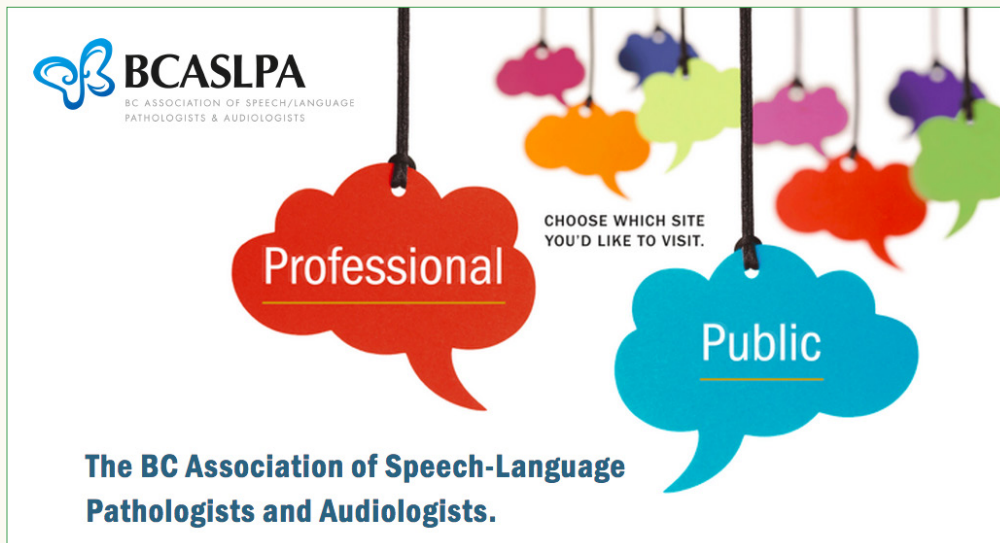


So why do I do it? Why have I travelled to Ladakh four times? It certainly is not altruism. International work is challenging but there are tremendous opportunities for learning. Working in another culture challenges belief systems, provides opportunities for mutual learning and increases cultural awareness. It also allows sharing the wealth of knowledge we have at our fingertips in Canada and adapting it to the local context. Coaching and modelling allows others to expand skills and increases confidence in clinical skills for professionals who work in isolation.

After working overseas I am committed to exploring individual family cultures and experiences in much more depth when delivering services. After multiple experiences of sitting through meetings being unable to understand what is going on and having to wait patiently for the 10 second translation, I have increased empathy for those families who participate in information or planning meetings for their loved ones. It has been a humbling experience. I also embrace the professional autonomy that we have in BC - our hierarchical structures are looser than many other parts of the world.

Jullay,
Kate Wishart, RSLP, BC Centre for Ability

WEBSITE UPDATE



Since our new website launched in June 2014, we have received more website hits than ever before.

The bright new graphics and easy-to-navigate design – divided into two separate websites for professionals and public – allow us to include more relevant information for both members and BC residents looking for guidance about communication health.

Our website reflects our refreshed brand as seen on our trifold brochures, banners and other marketing materials.

The public can now, in addition to searching for a professional, find out more about a range of disorders by searching a new database based on age and area of concern.

Our added blog showcases regular articles and reports from members: we hope you read it and even submit an article yourself.

We're currently working to add additional features to the website based on members' feedback. We're also improving the Find a Professional section to make it more responsive and intuitive for users.

Our projects include the following:

- Increasing the speed of the Find A Professional search function to make it more responsive to searches. We'll also ensure that anyone searching the database can return to his or her search results after clicking on a particular member's profile.
- Linking the Disorders section with Find A Professional (Private) database so that users can search for professionals by the disorders they treat.
- Adding an entry point to the website for users who use browsers older than 2008 (as many health care authorities do not update these).

We will complete these initiatives by late September.

Do you have questions about the website? Do you feel unsure about how to create a member profile or interact with various sections? Read our new FAQ section, launching September 15, or please [contact us](#) with your comments and suggestions. Our website is a reflection of the wonderful work done by SLPs and Audiologists throughout the province and we are eager to make it as effective as possible!

The Advocacy Committee

▶ **MAC RAMBALI - “MANY THANKS”**

BCASLPA member John Scott drew our attention to Mac Rambali’s obituary, written by Anthony Intas, originally published in the May 2014 BCAPS Blockbuster newsletter.



Mac Rambali, seated 2nd from the left at the 2004 BCAPS Annual Weekend Refresher

I met Mac (short for Macbeth, which he NEVER used) Rambali for the first time approximately 20 years ago when it was my privilege to be the Executive Director of the BC Association of Speech Language Pathologists and Audiologists (BCASLPA) in the 1990s. Mac was the Secretary of the Provincial Council, their equivalent of a Board of Directors, a role he was to assume for many, many years and at the time he was working as a Speech Language Pathologist in the Prince George School District.

It is my observation and experience that we stutterers have this uncanny ability to spot another one of “us” a mile away on pretty short notice. Mac was the first person who stutters I met who was also a Speech Language Pathologist, and I found this both interesting and fascinating. That is how our friendship began and it evolved into something special.

Mac was a very relaxed, quiet and dignified man, always impeccable groomed and dressed. He was also dedicated to his profession and respected by his colleagues, not only by how he carried himself but also by his seasoned experience, which he demonstrated in a very unassuming manner. He was not one to be in the limelight or dominate a room, but when he spoke, people listened, out of respect and reverence. I never saw him express anger, perhaps frustration by his inability to do more for children with speech difficulties, but never an angry word came out of his mouth. As the majority of Speech Language Pathologists and Audiologists in the



▶ **MAC RAMBALI - “MANY THANKS” (CONTINUED)**

province were, and I assume still is the case now, female, I observed that he was viewed by many, maybe not as a Father figure but at least as a favourite Uncle.

Mac taught me the expression “Many Thanks”, which he always used to end a conversation or a correspondence, instead of the traditional “Good Bye” or “Regards”. I never asked him how he learned it, be it from what I assume the education system in England, or from whatever part of the then British Empire he was born and raised. It was an expression I looked forward to hearing and reading, because I knew it was coming and it was what made Mac unique in my mind. It is an expression I borrowed from him because I really liked it and use on occasion to this day out of respect and tribute.

Mac also had that dry English sense of humour, which I always find refreshing. That connected us as well.

When Mac was required to retire from the Prince George School District, he took it upon himself to fill a position that had been vacant for a very long time in Prince Rupert and he would tell me of his commute and isolation from his Family in Prince George for extended periods of time. Mac took the position because he still wanted to help children and did so, in spite of the “hardship tour” that it was, particularly at his age, at personal and financial expense to himself, because he did not want the children of that arguably isolated part of the province to do without. That was Mac.

I also recall on one occasion, him leaving a meeting to go to the aid of a child a significant distance away from the location we were in, and return a few hours later, with a satisfied look on his face for having been able to be of help, to then continue to participate in the discussions. That was Mac.

Mac also participated in BCAPS, at annual weekend Refreshers in Prince George and Provincial ones throughout BC. Although he was a speech pathologist himself, he always deferred to and never challenged the facilitating...w one. When it came to BCAPS, he was one of “us”. That was Mac.

When he met my Uncle Tony Vaupshas, long time Blockbuster Editor, for the first time at the refresher at 108 Mile Resort, the two “elder statesmen” hit it off. Afterwards, Mac would always ask of Uncle Tony whenever we would meet and had kind words for me after his passing in 2011. That was Mac.

On one occasion, I had the opportunity to stay at this house and meet his Family. I was made to feel most welcomed. It was there in the presence of his wife Elisabeth, he told me of how they met and I finally found out why it was that he could speak German.

I was shocked and saddened to learn of the passing of Mac Rambali in late January at the age of 77, just as I was a few years earlier when his Son tragically predeceased him.

Many Thanks Mac, Many, Many Thanks. I will miss you.

Anthony Intas

British Columbia Association of People who Stutter
(with permission from Elisabeth Rambali)



▶ NOTICE OF ANNUAL GENERAL MEETING

Announcing BCASLPA's Annual General Meeting – All Members Welcome

Date: Saturday, October 25, 2014

Time: 12:00 PM Noon – 1:30 PM

Place: The Vancouver Marriott Pinnacle Downtown, 1128 West Hastings, Vancouver

Lunch is provided at the AGM

Notice of Proposed Bylaws Amendments to the 2014 BCASLPA AGM

Proposed Motion:

Be It Resolved That the CASLPA Councilor position be removed from Sections 19(1)(n), Section 37, Section 48, Section 49(2) of the BCASLPA Bylaws and any other section of the BCASLPA Bylaws making reference to this position.

Background Information for Proposed Motion:

There is no longer a SAC (formerly CASLPA) Director position on Provincial Council. The “CASLPA Director for BC” was a member of the BCASLPA Provincial Council and represented CASLPA to the Association. As a result of the Governance Review, SAC has modernized its board structure to fit with current best practices using a skill-based competency model to guide the election of Directors. The new SAC board composition allows Directors to represent the best interests of all members, regardless of geography. Therefore, BCASLPA will no longer have a SAC representative on the Provincial Council and the BCASLPA Bylaws need to be updated to reflect this.

Can't be at the AGM? Consider Proxy Voting

According to BCASLPA Bylaw 63 on Proxy Voting:

A Member may vote by proxy on a poll at any general meeting, but the proxy holder must be a Member entitled to attend and vote at a meeting

To be a valid proxy, the proxy holder must produce to the chair of the meeting at or before the start of the meeting a written appointment signed by the Member appointing the proxy holder in a form approved by the Executive Committee

A proxy holder may hold only one proxy vote.

Below is a proxy form to allow you to have a colleague express your wishes if you are unable to attend and procedural voting is necessary.

BCASLPA Voter Proxy Form

Please sign this form and give it to your nominee who will present it to the Secretary at the meeting. You may nominate any colleague who is a Full Member in good standing.

Being a Full Member in good standing, I appoint _____
to vote on my behalf on any motions called for a vote at the AGM on October 25, 2014.

(signed)

(please print your name)

▶ ADVOCACY UPDATE

Members of the Advocacy Committee have been enjoying the sunshine – in various parts of the world – this summer. We hope everyone has had a relaxing break with plenty of time for play. When we weren't exploring India, visiting new cities, or enjoying BC's beautiful scenery, we began to plan our advocacy activities for Fall 2014.

Here are some upcoming initiatives from our team:

Did You Know? – This campaign continues successfully throughout the province. In Fall 2014, we will continue to launch new posters every month, sending them to libraries throughout BC. We're also investigating additional poster locations and organization partnerships for this series.

Conference Planning – Did you use the Social Media How Tos in last year's delegate packages? We're working on additional tips this year as well as some take-home materials to showcase your SLP and Audiology pride!

WORD Vancouver – Last year we raised BCASLPA's profile during WORD Vancouver's literary festival that sees upwards of 150,000 attendees. Our volunteer team will return this year, with our new banners, themed chocolate, and "Communicating is..." speech bubbles to connect with kids and adults alike.

Multicultural Planning – Our posters and brochures have helped us to interact with others throughout 2014. We are currently creating a strategy for outreach to people with English as a second language. By translating key materials into different languages, and approaching additional communities throughout the province, we can ensure that even more people with communication difficulties get the help they require.

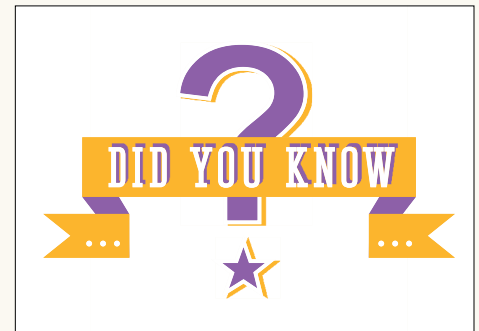
Social Media – Social media extraordinaires Sarah Frumento and Kate Wishart continue to provide us with useful links, articles and discussion points on Facebook, Twitter and LinkedIn. Thanks Sarah!

May is Speech and Hearing Month – It's never too early to begin planning for the most important month in our calendars. If you would like to be involved in our 2015 initiatives, please get in touch.

As always, if you have any suggestions on how we can continue to advocate for BCASLPA members and the services we provide, please let us know.

Watch this space for activities in Fall 2014...

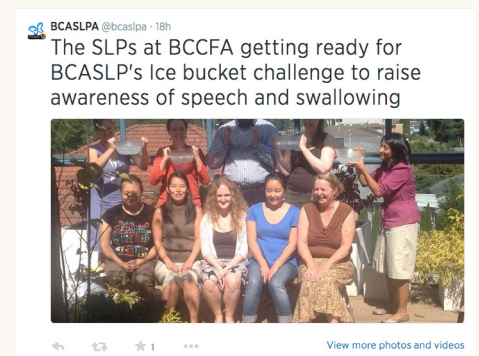
The Advocacy Committee



Our new Did You Know? Logo

The poster features the "Did You Know?" logo at the top. Below the logo, the text reads: "**--- ONE IN 10 PEOPLE ---** has a **speech or language disorder**". A horizontal line separates this from the next line: "**MORE THAN 1 MILLION CANADIANS** have a **hearing-related disability**". Another horizontal line follows. The next line reads: "**ONE IN APPROXIMATELY 68 CHILDREN** has **Autism** and all of these children experience a **speech-language difficulty**". Below this is a dashed line. The text continues: "The BC Association of Speech-Language Pathologists and Audiologists provides free, non-biased resources to help you or your loved ones better communicate." At the bottom, there is a bulleted list: "• Find out more about communication disorders", "• Download fun resources to help with children's literacy and understanding", "• Gain valuable knowledge about hearing loss prevention and management", "• Connect with speech, language and hearing professionals in your community who match your requirements".

August's Did You Know? Poster



Don't forget to follow us on Twitter @BCASLPA

▶ NEWS FROM THE UBC SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES

1) SASS and the BC Special Olympics

The UBC School of Audiology and Speech Sciences is proud of its association with BC Special Olympics' Healthy Athlete program.

It has been shown that individuals with intellectual disabilities have a higher prevalence of sensory impairments, including hearing loss, and of health issues related to a general lack of information on healthy living habits. This leads to unrecognized and untreated health and quality of living issues, as the intellectual disability becomes the overshadowing diagnostic issue. The Healthy Athlete program aims to address this problem.

Special Olympics provides the Healthy Athlete program to its members and families. The program offers screening and counseling provided by volunteer health professionals in several areas: Special Smiles (dentists and dental hygienists), Fit Feet (podiatrists), Open Eyes (opticians and optometrists), FUNfitness (physical therapists), Health Promotion (various professions), and Healthy Hearing (audiologists).



Audiology students Myron Huen and Graham Raynor, with Clinical Faculty member Bob Quelch, enjoy working with a Special Athlete.

Four years ago, Special Olympics approached Faculty at the School of Audiology and Speech Sciences to run the Healthy Hearing service for BC. Sharon Adelman and Darlene Hicks are now Clinical Directors for the program, typically participating in 2 large screening sessions a year. We see this as both an important service to our community, and a rich interprofessional experience for our students. Clinical Faculty members have also volunteered, giving us the chance to work with our colleagues in new and interesting ways.

After participating in several provincial screenings over the years, we had the opportunity to attend the Special Olympics 2014 National Summer Games in Vancouver this July. Almost 2000 athletes from across Canada were present and the Games were held on UBC campus. Our students, Faculty, and Clinical Faculty were there for four very busy days of hearing screening, cerumen management, hearing aid checks, and counseling. Our team was made up of a number of Audiology students, SLP students, and recent grads, as well as 21 Audiologists and SLP's from the community, 3 Audiometric Technicians, and 2 Industrial Audiometric Technicians. Our sincere thanks go out to all the volunteers.

NEWS FROM THE UBC SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES (CONTINUED)



Audiology student Sukaina Jaffer gets a smile from a Special Athlete

We tend to have a referral rate of approximately 35% at these events. The athletes come to us with a level of interest and cooperation that is a pleasure to see. Each of our volunteers describes this as a rewarding and fun event.

The School is committed to working with Special Olympics in this program on a regular basis. We look forward to having any BCASLPA members who would like to join us in our next session.

**Sharon Adelman, M. Sc., RAUD,
Aud (C.)
Instructor**

2) Newsflashes from the Phonetics/Phonology Lab

- CAPES: Computerized and Articulation Phonology Evaluation System is now available free through contacting May at bernharb@mail.ubc.ca (For English primarily although other languages can be entered in the alternative data entry section)
- Phonological assessment tools available in: French, Spanish, Mandarin, Japanese, Swedish, Bulgarian, Slovenian, Portuguese, Icelandic, Punjabi, Tagalog, soon Ojibway, Arabic, German. Contact May at bernharb@mail.ubc.ca
- Spring 2015: Online tutorials in phonetic transcription and nonlinear analysis with intervention activities. Contact May at bernharb@mail.ubc.ca after April 2015

**May Bernhardt, Ph.D.
Professor**



▶ THE S.E.E.D. PROJECT - A SOCIAL-EMOTIONAL DEVELOPMENT PROJECT FOR CHILDREN ORGANIZED BY THE BC CENTRE FOR ABILITY

The Social Emotional Enhancement and Development Project (S.E.E.D.) at the BC Centre for Ability is a 3 year demonstration project focused on promoting social emotional competencies in children and youth with special needs to reduce vulnerabilities and promote social emotional health.

As with any child, a child with special needs develops social and emotional competencies over time. These skills assist the child or youth to have satisfying relationships with his or her family, peers and members of the community. These skills also contribute to the child or youth's success and participation in school and community activities and help build the capacity to live a connected and meaningful life.

Children born with brain differences often have particular challenges with social-emotional skills. They may have difficulty reading facial expressions, which can impede their ability to distinguish emotions in others. Some have problems recognizing social cues and miss subtle forms of communication between people. Some children have trouble identifying how they feel when experiencing intense emotions, which can affect their capacity to self-regulate. Some children might be reluctant to ask for help when they need it. This could affect their ability to cope with challenging situations. When a child has a neuro-developmental condition, parents often notice delays in social-emotional development early in the child's life. In addition, a child's skills may vary day-to-day in such areas as memory, motor planning, information and sensory processing, the use of language, the ability to plan and solve problems and abstract thinking.

Children with special needs benefit from explicit teaching of social cognition and communication skills in order to navigate their social world successfully. Many schools offer a mainstream preventative social emotional learning curriculum, but children with special needs benefit from specific adaptations to materials. Teachers can be supported by these children's SLP to adapt and modify Social Emotional Learning (SEL) programs to meet the needs and abilities of each child.

The S.E.E.D. project helps to build capacity, across the province, in understanding the social-emotional development of children with special needs. It also promotes effective supports and interventions to promote these children's emotional well-being. The legacy of the project will include a Train the Trainer program, a community of practice, and a website with resource materials for professionals, parent/caregivers, and families. In addition, the first annual S.E.E.D. conference, to be held in Vancouver on October 20 & 21, 2014, will inform families and professionals about this important area of child development. For more information please visit our website at www.bccfa-seed.org

Jeanny Sy, Centre for Ability

For any inquiries regarding this newsletter or to submit an article, please email the Editor, Carrie Siu, at siucarrie6@gmail.com (please note her new contact email).



The SCERTS Model: Application and Assessment

SAVE the DATE!

January 14-15, 2015

Come join us in **Richmond, BC** for a 2-day course on the **SCERTS** model presented by *Emily Rubin, M.S., CCC-SLP*.

The **SCERTS** model (www.scerts.com) is a research-based, educational approach and multidisciplinary framework that focuses on the **S**ocial **C**ommunication, **E**motional **R**egulation, and **T**ransactional **S**upport challenges faced by children with **Autism Spectrum Disorder**.

Learn effective coaching techniques, formal assessment procedures and how to write goals and design educational plans using the **SCERTS** framework.

Early Bird Rate (Late Sep. - Nov. 24th, 2014): \$225

Regular (Nov. 25-Dec 14, 2014): \$275

Late (Dec. 15, 2014-Jan. 7, 2015): \$325

Discount for
BCASLPA
members!

Continental Breakfast, Lunch and Parking Included!