

### IN THIS ISSUE

President's Message

Book Review: Healing the Broken Brain

Save the Date: The New Neuroscience of Language and Literacy

SLP Collaboration: Fraser Valley Material Sharing

Evaluating the Effectiveness of a Narrative Language Program in Classrooms

BCASLPA Awards Recipients 2017

BCASLPA Conference Photos

People: Lisa Avery

### ► President's Message

Happy December! Things have been rolling right along with our new and returning Provincial Council members, and in the BCASLPA office.

- The Public Education committee is planning the next campaign focusing on stroke recovery, as well as supporting ongoing member advocacy campaigns. Stay tuned for our new directions in advocacy. We look forward to supporting more member initiatives, increasing our visibility in the community and with the local and Provincial governments.
- Area representatives are in the planning phase of activities. Be in touch with your area representative with ideas for your area funds.
- Stay in touch with BCASLPA social media and follow us on [Facebook](#) and [Twitter](#).
- The 2018 Professional Education Conference committee has been active for several weeks, even before BCASLPA 2017. We were thrilled to see 284 conference participants this year in Burnaby. Thank you for your attendance and participation. Please be sure to complete the conference evaluation survey you received so that we can work to continue to meet your needs for continuing education. We hope you enjoyed looking through the 60<sup>th</sup> anniversary artifacts. I am afraid I need to say that I used several of the items during the first years of my practice! For those of you who were unable to attend the conference or the annual meeting, we have included links to SAC Executive Director Joanne Charlebois's Saturday breakfast presentation, [here](#), and Kate Chase's AGM presentation, [here](#).
- Rebranding is moving forward, and we are almost ready for the big reveal!

And finally, it is membership renewal time. We look forward to continuing our goals of member education, public education, and advancement of our profession. We have been successful



over the years because of your support, ideas, and involvement. Thank you for your continued support and membership. Joanne and Kate's presentations linked above highlight many benefits of your membership. As a member association, we cannot do it without you! Renew your SAC and BCASLPA membership [here](#).

On behalf of Provincial Council and the BCASLPA office, I wish you a very happy and healthy holiday season.



Sherri K Zelazny, MA RSLP, CCC-SLP  
BCASLPA President



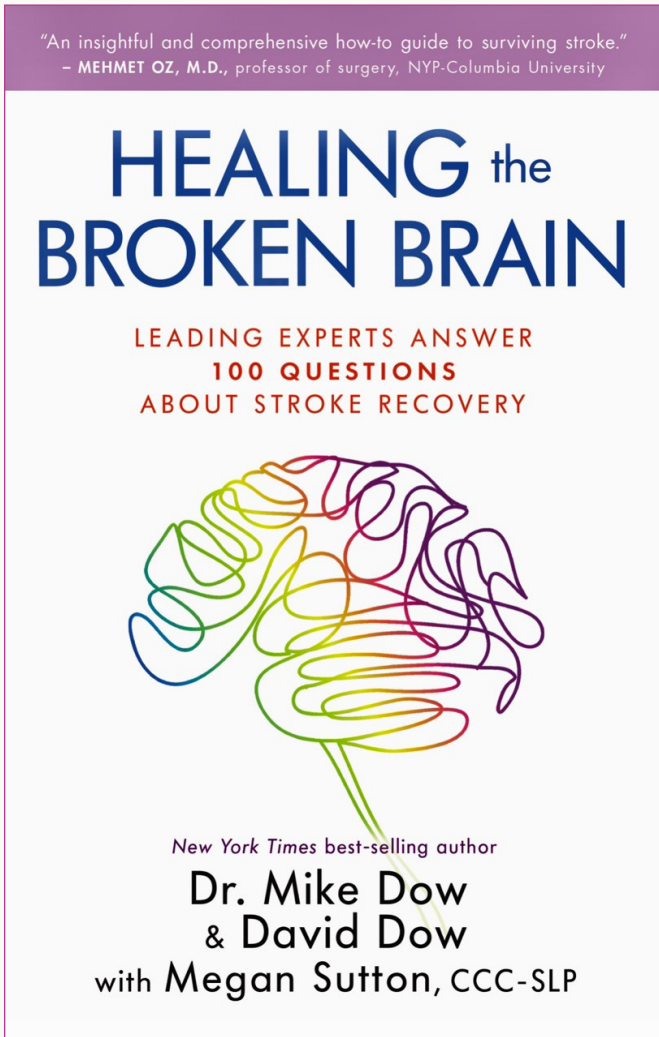
**Previous**

Janet Campbell, BCASLPA, Operations Manager; Sherri Zelazny, PC President

**Above**

**New PC members:** Back row left to right: Megan Young, Rachel Kennedy, Tara Chen, Erica Tolman, Kate Chase, Pam Waterhouse, Sherri Zelazny, Susan Edwards, James Le, Megan MacKay. Front Row left to right: Tracy Parker, Becca Yu, Alyssa Dixon, Camille Traverse, Tamara Lister, Sue Robertson.

# ▶ BOOK REVIEW: HEALING THE BROKEN BRAIN



Reviewed by Wendy Duke

BCASLPA's own SLP, Megan Sutton (Honours of the Association Award recipient, 2015), has hit another home run with the recent publication of *Healing the Broken Brain: Experts Answer 100 Questions about Stroke Recovery*, which she co-authored together with psychologist, Dr. Mike Dow, and his younger brother and stroke survivor, David Dow.

Some of you are probably already familiar with Megan who, after graduating from Boston University and establishing her career in health care in BC, branched into software development when she co-founded Tactus Therapy Solutions. This company provides well-regarded adult-focused speech and language therapy apps, (as well as a plethora of relevant educational content through its active website and blog). In addition, she is a sought-after presenter at conferences and for online courses. She also participates in numerous "Life Participation Approach to Aphasia" activities such as our local Sea to Sky Aphasia Camp and aphasia events offered through the Aphasia Recovery Connection (ARC).

It was through her volunteer efforts with ARC that Megan first met the Dows. David Dow and his mother, Carol Dow-Richards, together with Kim and Christine Huggins, established this non-profit to fill a gap in social networks for people with aphasia. David's massive stroke, at age 10, had initially left him unable to talk due to aphasia. After multiple surgeries and years of therapy, he is now a motivational speaker and strong role model for people recovering from aphasia. His brother, Mike, is a psychologist and the author of the NY Times best-seller "The Brain Fog Fix" who regularly appears on various talk shows, including *The Doctors*, *Dr. Oz*, and *Rachel Ray*. In this

guide to stroke recovery, David, Mike, and Megan join forces to interview leading stroke experts to gain insight into 100 questions raised by stroke survivors and their families.

The experts are leaders in their respective fields (physiatry, neurology, speech-language pathology, psychology, physiotherapy, and so on). The questions they field are exactly the ones we all tend to hear in therapy sessions; we know that these questions are very pressing and relevant to our clients and families. These range from "what is a plateau?" to "should I be taking supplements?" to "what is intensive therapy and is it better than non-intensive therapy?" The answers and advice given are encouraging, honest, and written in plain language. In addition to touting the benefits of appropriate and sufficiently intensive traditional therapies, the contributors emphasize the role in brain recovery of "non-therapy" activities such as physical activity, socializing and participation in recreational pursuits. The book addresses not only the functional recovery after stroke, but also the psychological changes and the power of hope in all areas of a person's life.

The experts do not shy away from controversial subjects such as hyperbaric oxygen therapy (for which they state there is no current evidence) or from current trends such as mindfulness (which they say can be helpful for some people) or from promising areas of current research such as transcortical magnetic stimulation and stem cell therapy. I was particularly struck by the straightforward answer given by one of my own “heroes”, speech-language pathologist Dr. Audrey Holland, when asked “What should I look for in a therapist?” Here is her insightful response:

*First of all, you want to work with someone who is as interested in you as he or she is in your impairments. Secondly, an ideal therapist is willing to work, not only with you, but also with your family and the other people whom you would like to have included. This is especially important for speech therapy since you don't communicate on your own. And finally, a good therapist will be willing to work on what you want to work on, rather than some set of assumptions of what you should be working on. One of my friends says, “Who would go to a hairdresser who says, ‘I'm going to color your hair black,’ without asking you if that's what you want?” So, a good therapist is one who basically says, “What can I do that will help you make the changes you want, be interesting for you, and involve the people who matter to you.”*

Numerous tips and resources are included throughout the book and are compiled toward the end of it. Many of these will be useful not only to our clients but also to us!

*Healing the Broken Brain* has firmly earned its place at the top of my list of books to suggest to families and clients. However, it is also one which I will continue to refer to myself and will encourage my colleagues and students to read, in order that we can be reminded of the questions and answers that are so important to the people we have the privilege of working with.

Well done, Megan Sutton!

*Healing the Broken Brain* is available in paperback, e-book, and audio formats from [Amazon.ca](https://www.amazon.ca) or ask for it at your local bookseller. It is a useful resource for rehabilitation units and clinics, and makes a stimulating book selection for therapy or book clubs.



## ▶ In Memoriam

BCASLPA is sad to announce the passing of one of our members Robert Boyd-Whitley on November 8, 2017. See his [obituary](#) for more information.



*The Speech-Language Pathologists of Saanich School District invite you to a full day workshop*

**SAVE THE DATE & REGISTER NOW!!**

**Friday April 20, 2018**

## ***The New Neuroscience of Language and Literacy***

**A Workshop Presented by**

**Dr. Martha Burns**

Dr. Burns has been a practicing speech-language pathologist in the Chicago area for over 40 years. She serves on the Faculty of Northwestern University, Department of Communication Sciences and Disorders, and served on the medical staff of Evanston-Northwestern Hospital. Dr. Burns is a Fellow of the American Speech-Language-Hearing Association and has received honors from Northwestern University, Evanston Hospital Corporation, the American Speech Language Hearing Foundation and Saint Xavier University. She has authored three books and over 100 journal articles on the neuroscience of language and communication. Dr. Burns' expertise is in all areas related to the neuroscience of learning, such as, language and reading in the brain, the bilingual brain, the language-to-literacy continuum, and the adolescent brain. She is the Director of Neuroscience Education for Scientific Learning Corporation.

**9:00 AM – 3:45 PM**

**Parkland Secondary School Theatre**

**10640 McDonald Park Road, Sidney, BC**

Quick and easy access from Swartz Bay ferry terminal

**\$60 for BCASLPA Members & SD63 Staff**

**\$125 for Others**

**Lunch and Refreshments included**

(We will have some vegetarian and gluten-free options available but, if you are on a restricted diet please consider supplementing with your own food)

**Dr. Martha Burns will share the very latest research on educational neuroscience for SLPs and others working with children. The workshop will focus on the application of the new research to assessment and treatment of students with neurodevelopmental speech and language disorders including, auditory processing disorders, dyslexia, and childhood apraxia of speech.**

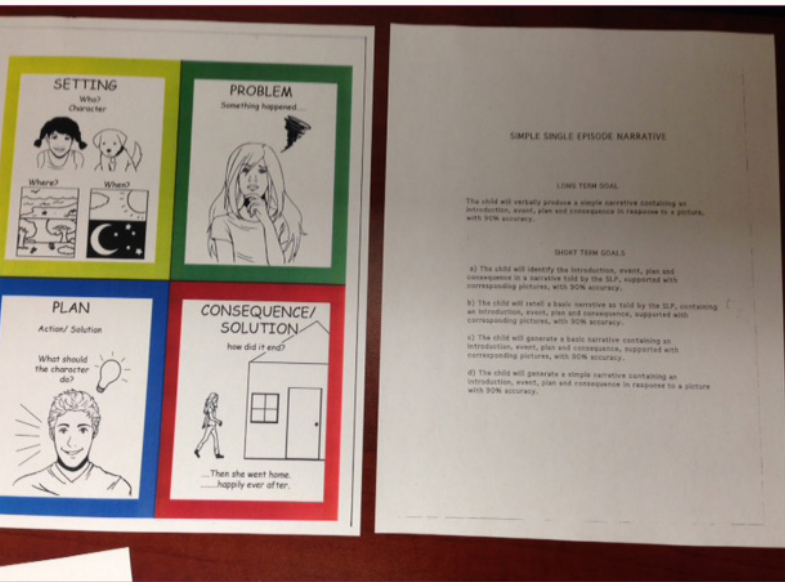
**To Register now and for further information, go to:**

**<http://bit.ly/sd63slpworkshop2018>**

Contact Jane McMullin ([jmcmullin@sd63.bc.ca](mailto:jmcmullin@sd63.bc.ca)) for further information  
or Marta McAulay ([mmcaulay@sd63.bc.ca](mailto:mmcaulay@sd63.bc.ca)) for registration

Supported by BCASLPA Area Funds and School District #63 (Saanich)

# ► SLP Collaboration: Fraser Valley Material Sharing



It is brilliant when an informal meeting of a professional community can achieve so much!

In September, when school district SLPs were meeting with our local Fraser Valley Child Development Centre (FVCDC) SLPs to receive reports and transition students entering the school system, the word *narrative* came up. When questioned, it was revealed that our fabulous FVCDC peers had put together their own material package to incorporate narrative goals into a language group. Having a personal interest in narrative intervention, as it is now front and centre in our new provincial school curriculum, I asked to have a look at it. I have created some materials of my own to work on narratives so we agreed to get together at a later date to share materials. Another colleague suggested we include her friends from the local health unit because, hey, who doesn't love narratives. After a volley of emails, we met on November 1<sup>st</sup> at the Abbotsford Public Health Unit and more colleagues from the Mission and Chilliwack CDCs and HUs also attended.



Some materials shared at the Fraser Valley Material sharing event.

It was a great opportunity to connect with community colleagues who have become friends over the years, meet peers whose names you see on reports daily but never get to meet, new grads and even a new to the province SLP. Ben Perry, from the FVCDC, brought a disc for us with materials that he and his colleagues had created around some story books. I shared some pictures for practicing narratives at a very simple single episodic level, that I had created with my colleagues. We also passed around the Story Champs kits, an awesome user-friendly evidence-based program useful for individual, small group, and large group therapy.

It was great to chat with colleagues about narratives and the significant role they play in personal, academic, and social success for our school-aged students. Narratives are the perfect venue to carryover articulation, voice,

and fluency goals. If you have vocabulary, grammar, and syntax goals, narratives allow skill practice in context. Opportunities to teach pronouns and past tense verbs abound!

We agreed this was a valuable use of an hour and we'll try to meet again in the spring, again with a material and information sharing idea in mind. Next time, we'll include our school district peers from neighbouring communities.

# ► Evaluating the Effectiveness of a Narrative Language Program in Classrooms

In the summer of 2016, Melissa Perehudoff and I brought in Maryellen Rooney Moreau (creator of the Story Grammar Marker) to provide a two-day workshop for Student Support Services-School District #23. We were using the Story Grammar Marker with many students for language therapy so we were really excited to see her in person. Furthermore, I got to invite four teachers (from my busiest school) to join the training, thanks to the wonderful administration at George Pringle Elementary. In the fall of 2016, I approached these teachers to see if they were interested in implementing the Story Grammar Marker in their classrooms. They were interested, and they also agreed to have simple pre- and post-evaluations done with participating students. All students in these classes participated in learning this methodology; however, only the students with parental permission had their oral story retell skills assessed. Informal evaluations were completed using a progress monitor from [Data Collection and Progress Monitoring Process](#) (Moreau, 2012)<sup>1</sup>. I used a very quick and simple [story book](#) (either 'Top Dog and the Big Rock' and 'Top Dog Grows Strawberries' by Julia Ramsden) for assessment and I had help from Debbie Dehoog, a support teacher.

Classroom instruction started in January and ended in May. The average instruction time for teachers ranged from 30 to 50 minutes a week, and three of the four classes had around ten structured story retell sessions (with my support). I also worked with students on my caseload in the story retell groups, so I could target specific language goals. Results showed that all the classes made gains. The percent increase in the average narrative scores when using the 'Progress Monitor and Instructional Planner, Form 2' (Moreau, 2012) were 44%, 90%, 105%, and 177%.

More teachers became interested in the Story Grammar Marker, so in May of 2017, Melissa Perehudoff and I attended an intensive three-day on-line training for [SGM Certification Module 1 and Integrating Technology Tools](#). We were the very first people to attend this program remotely using [GoToTraining](#) which cut down on costs tremendously. Next, we put together our own workshop for these interested teachers. We were happy to have 15 people at our workshop including classroom teachers, learning disabilities teachers, learning assistance teachers, an SLP, and a psychologist.



Teachers/staff from George Pringle Elementary in West Kelowna who were involved. From left to right, top row: Shannondee Rigby (gr. 2/3 Teacher), Mariam Rajabally (French Immersion Kindergarten Teacher), Jackie Holly (gr. 1/2 Teacher), Miranda O'Donnell (SLP), Charmaine Bell (Resource Teacher), Debbie Dehoog (Literacy Support Teacher).

Front row: lady with the scarf-Catharine Marrspatton (gr. 1/2 Teacher), Kaisha Jopling (gr. 1/2 Teacher)

<sup>1</sup> Moreau, M.R. (2012). Data Collection & Progress Monitoring Process: Linking Mindwing's Tools to the Teaching-Learning Cycle

This year, more teachers and other professionals from our schools are using the Story Grammar Marker. The project results were shared with a variety of schools and the administrators were very open to purchasing the materials for classes. This is inspiring to us because our students with language difficulties will likely be getting language input and strategies at least every day as opposed to 30 minutes a week (during speech and language therapy sessions). The teachers also appeared to enjoy the writing portion of the Story Grammar Marker. Connecting oral language to written language only makes sense, after all. Having strong oral narrative language is so integral to skills such as social interaction, reading comprehension, and story writing. Furthermore, every student benefits. The Story Grammar Marker really connects you to the classroom. Maryellen is our hero!

In the future, if I wanted to collect some data, I would scale it back being involved with four classes was very time consuming and was definitely not built into my FTE. In the end, I'm happy with this whole experience. It taught me a lot, and I was left feeling inspired. Please contact me if you want any detailed information regarding the project results. Melissa and I hope to continue providing workshops in the summer and supporting our teachers with this methodology at our schools.

**Miranda O'Donnell M.Sc., RSLP, SLP (C)**  
 Speech-Language Pathologist  
 School District #23  
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**Top right:** Suzanna Dojohn (Kindergarten Teacher) holding Braidy, from the Story Grammar Marker.

**Bottom right:** From left to right: Sarah Konte (gr. 3/4 Teacher), Shannondee Rigby (gr. 2/3 Teacher), Miranda O'Donnell (SLP).







## 2017 BCASLPA AWARD RECIPIENTS

### **Award in Recognition of Service**

Awarded to members whose special efforts and contributions, through volunteer services for BCASLPA and related organizations, have contributed to the growth of the professions of Audiology and Speech-Language Pathology.

Awarded to:  
**Nicky Waite**

*Nominators: Pam Waterhouse and Susan Edwards*

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### **Honours of the Association**

Honours members who have made outstanding contributions to speech-language pathology and/or audiology in areas such as education, research, organizational services, and/or administration.

Awarded to:  
**Gillian Parker**

*Nominators: Claire Donovan and Lorraine Kamp*

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### **Award in Recognition of Service**

Awarded to members whose special efforts and contributions, through volunteer services for BCASLPA and related organizations, have contributed to the growth of the professions of Audiology and Speech-Language Pathology.

Awarded to:  
**Kate Wishart**

*Nominators: Kate Chase and Sherri Zelazny*

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# ▶ BCASLPA Conference Photos



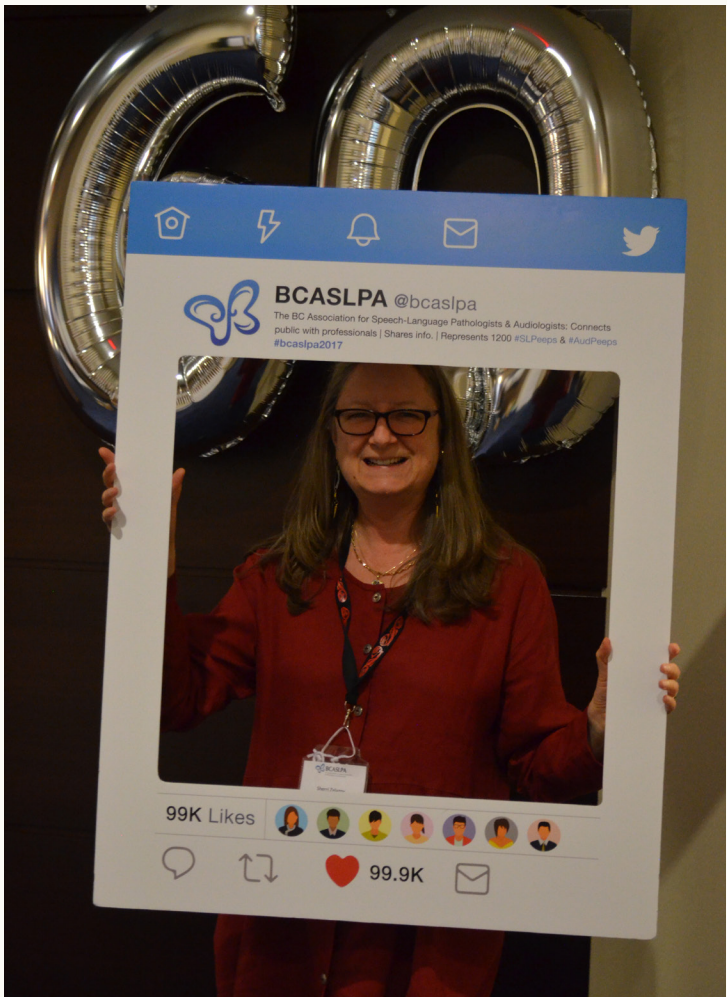
**Above**  
With her kids, Kim Block,  
author of *Stuttering Adventures*.



### Right-facing

Thanks to conference committee members (Alyssa Dixon, Nicole Hewamudalige, and Alys Wardlaw) who put together the Vintage Table.





**Top Left**

Sherri K. Zelazny has fun at the photo booth.

**Top Right**

UBC SASS student volunteers: April Chan and Joyce Tull.

**Left-facing**

Kelsea Ross, UBC SASS student Volunteer, Jeff Small, Director of UBC SASS, and Gillian O'Toole, UBC SASS student volunteer.



Neil G. Bauman, PhD.,  
Curator of The Hearing Aid  
Museum. For more information  
go to [hearingaidmuseum.com](http://hearingaidmuseum.com).



**Above**

Joanne Charlebois, Chief Executive Officer at the SAC table.

**Left-facing**

Alec Dan performed at the Musqueam Welcome on Friday morning.

**Below**

Sharla Peltier (far right) at her presentation on *Honouring Oral Traditions And Using Appropriate Resources to Support the Language and Literacy Development of the Aboriginal Child*.



# ▶ People: Lisa Avery

As Lisa Avery, MHSc, RSLP, recently retired, we asked her to share some of the wisdom she has learned over the years. Thank you, Lisa, for sharing!

Lisa Avery retired from her position as Senior Instructor and Coordinator of Clinical Education in the School of Audiology and Speech Sciences at UBC on March 31, 2017. After working 34 years full-time in the profession and turning 60 years old, she was ready to free up some time in her life to enjoy other passions. Her career started at the Hospital for Sick Children in Toronto where she worked in the fluency program, igniting her career-long passion for working with clients who stutter. In 1992, she and her husband moved to BC so that she could pursue a job that included working part-time at SASS as a clinical coordinator and working part-time as a clinician in the Richmond Health Department, providing services to clients and families and clinical training to UBC SLP graduate students. She worked full-time in private practice from 2000 to 2005, motivated by her desire to work again with people who stutter of all ages. In 2005, she returned to public health as the Program Leader of the Speech Clinic in the Richmond Health Department, this move motivated by her interest in optimizing service delivery and providing community support to children and families through programs like “Learning Language and Loving It”. She was delighted to have the opportunity to return to UBC in 2008, this time in a full-time position and focusing on the clinical education component of the SASS Master’s SLP Program.



## What is the first thing you want to do when you retire?

I retired on March 31, 2017. In April, my husband and I went on a trip to Ireland where my husband’s father was born. We toured the southwest coast and even got to play on the most western golf course in Europe, the Dingle Golf Links. Beautiful vistas all around, including the Skellig Islands.

## What are your long-term plans for your retirement?

Enjoy my life on Bowen Island that includes golfing, kayaking, hiking, gardening and lots of fun stuff indoors like reading and cooking and playing my ukulele when it’s raining.

## Will you work at all? Why or why not?

I will continue to be active in the profession for a while. Currently I am a mentor to a new graduate through the SAC Career Development Program. And I am a mentor for a local clinician who is completing the one-year specialization program with the ECSF (European Clinical Specialization in Fluency Disorders). I will co-teach the Year 1 fluency course at the School of Audiology and Speech Sciences in January 2018. And I may do some private practice although I haven’t started that yet.

## What is your most memorable moment in your career?

I have many but this one is certainly at the top - when I found out that a former young client with a fluency disorder that I had worked with at HSC had become a SLP. She and I have reconnected and I find her story so inspiring.

### Any advice for new grads?

You have chosen a great profession, one that offers a career that can provide many opportunities for different, interesting, rewarding and inspiring experiences. Involve yourself in the profession. Become a clinical educator. Volunteer for local, national and even international organizations. (One accomplishment that I am very proud of is being the Co-Chair of the Planning Committee for the World Congress of the International Fluency Association held in Montreal in 2003.) Work in different settings and with different clients and with different professionals. Seek opportunities to be innovative. Become a leader.

### What might someone be surprised to know about you?

That I am an avid birdwatcher. And that I'm learning to play the ukulele.

### What would have done if you weren't a Speech-Language Pathologist?

I attended University of Ottawa with the intention of completing a degree in translation. However, in my first year I took a linguistics course which I found so interesting. And in the residence where I was living, there was a woman in the teaching program who told me about meeting a speech-language pathologist during one of her practicums. I had some idea of what an SLP did as I saw one when I was in Grade 1 (interdental s,z) so when I discovered that a degree in linguistics would be good preparation, that is when I started on my path to become an SLP.

### If you were to tell one person "Thank You" for helping me become the person I am today, who would it be and what did they do?

It's hard to think of one person only. My first "Thank You" would be to my first employer, the Hospital for Sick Children in Toronto, and to the SLP team. HSC is a teaching hospital and supervising students was part of my job once I had been working for one year. I co-supervised with more experienced clinical educators and was mentored by them. Very quickly I realized how working with student clinicians contributed significantly to my own development, one of the best continuing education activities I could give myself. HSC supported clinical teaching as we were able to reduce our caseloads slightly to provide adequate time to support the students. I worked in the fluency program and often I had students throughout the year, one during each academic term and then three during the summer to help with our intensive fluency programs. Clinical teaching just became a part of my work.

The second "Thank You" would be to Judith Johnston and Liz MacLeod. Judith was the Director at SASS in 1992 and was instrumental in my career move from Ontario to BC to work part-time on the Clinical Coordination Team. Liz was the Lead for the CC team and an incredible role-model and mentor to me.



## ► Get in touch!

If you know someone who is retiring or recently retired please contact the Vibrations Editor, Marianne Bullied, at [marianne.bullied@gmail.com](mailto:marianne.bullied@gmail.com), to inquire about submitting a profile.



# ▶ **SUBMIT YOUR STORY**

Next deadline: **February 10, 2018**

Please contact Janet Campbell, at [bcas1pa@telus.net](mailto:bcas1pa@telus.net), to inquire about submissions.

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