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The Mission of CSAP is to:
1. provide leadership training for state Speech-Language-Hearing association presidents.
2. be a forum for collaboration and networking among these leaders.
3. promote communication of professional matters between state Speech-Language-Hearing Associations, ASHA and other related national professional organizations.

CSAP Vision
CSAP is the premier organization where state leaders meet to cultivate a unique culture of growth and knowledge through collaborative efforts.

CSAP is a related association of the American Speech-Language-Hearing Association.

CSAP Sponsors

Hello everyone. It won’t be long now until we will be together in my state of Florida. I’m looking forward to seeing all of you in Orlando. Although you won’t be able to attend the FLASHA Pre-Conference, since it is on the same day as our CSAP meeting, I would like to invite you to attend the FLASHA Fiesta Friday evening. It should be a fun evening with lively music, dancing and great food. Bring your dancing shoes! Here are the specifics:

Flasha Fiesta
Please join us!

Friday November 21
8:30 pm – 10:00 pm
Orlando Hyatt Regency
Convention Lower Level Ballroom G
9801 International Drive
Orlando, Florida

Visit the CSAP website, www.csap.org, to register today!

CSAP Fall Conference – Join Us in Sunny Florida!
Wednesday, November 19, 2014
Membership, Management and More ...

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<th>Time</th>
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<td>8:30 am</td>
<td>Registration/Coffee</td>
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<td>8:45 am</td>
<td>Welcome, Awards and State Recognitions</td>
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<td></td>
<td>Rachel Williams, CSAP President</td>
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<td>Ellayne Ganzfried, Chair, CSAP Nancy</td>
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<td>McKinley Leadership Award Committee</td>
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<td>Elizabeth McCrea, ASHA President</td>
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<tr>
<td>9:30 am</td>
<td>We Are Not Alone: Membership Trends</td>
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<td>Mike Skiados, CAE, ASHA Director, Membership</td>
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<td>10:30 am</td>
<td>Break</td>
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<td>10:45 am</td>
<td>Top 10 Bring, Brag and Moan</td>
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<td>Seijra Toogood, CSAP Secretary</td>
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<tr>
<td>11:00 am</td>
<td>Resources on How to Increase Membership</td>
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<td>Mike Skiados, CAE, ASHA Director, Membership</td>
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<td>Rachel Williams, CSAP President</td>
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<tr>
<td>12:00 pm</td>
<td>Lunch (Sponsored by Pearson)</td>
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<td>1:00 pm</td>
<td>Suggestions on How to Use a Management Company</td>
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<td>Panel of CSAP Presidents</td>
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<td>Rachel Williams, CSAP President</td>
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<td>2:00 pm</td>
<td>Break</td>
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<td>2:15 pm</td>
<td>Top 10 Bring, Brag and Moan</td>
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<td>Seijra Toogood, CSAP Secretary</td>
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<td>3:00 pm</td>
<td>Convention Planning How to Include Exhibitors and Sponsors</td>
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<td>Working With Challenging Members and Generational Differences</td>
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<td>4:00 pm</td>
<td>Break/Draw Sweeps Winning Tickets</td>
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<td>4:15 pm</td>
<td>CSAP Business Meeting</td>
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<td>5:00 pm</td>
<td>Adjournment – Happy Hour</td>
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EBS is dedicated to empowering clinicians to become leaders in their fields while providing the highest-quality services for families and communities around the world.

EBS began as a non-profit organization founded by speech-language pathologists, occupational therapists, physical therapists and special education directors more than 30 years ago. We have remained the global leader of birth to 21 year-old programs and the largest provider of services for the pediatric population.

EBS empowers speech-language pathologists to become leaders in their field, while providing the highest-quality services for families and communities around the world. Our mission is to make a difference every day in every life we touch.

The support our Clinical Fellowship Program provides exceeds ASHA and state requirements for obtaining a Certificate of Clinical Competence and professional state license.

EBS provides a solid educational foundation for our team members through extensive training programs, University Outreaches, CEU events, and much more!

The EBS Scholarship and Grant Program was established to advance the careers of future leaders in our field. EBS has helped many individuals achieve their educational and professional goals to better serve populations worldwide.

800.578.7906  
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In Memoriam – Jerilyn Logemann

On June 19, 2014, the field of speech-language pathology lost one of the greats, Dr. Jerilyn Logemann. As a professor of otolaryngology and neurology at Northwestern University Feinberg School of Medicine, Dr. Logemann directed the Voice, Speech and Language Service and Swallowing Clinic. Throughout her career, she authored numerous books and journal articles as well as presented on voice disorders, swallowing physiology and the assessment and treatment of speech and swallowing for individuals with head and neck cancer. She is credited with developing the modified barium swallow test. As a legend in the field, she was considered to be the expert in swallowing disorders among other areas. Dr. Logemann’s influence and leadership in the field was recognized by her peers as she was an ASHA Fellow and served as the President of ASHA twice. Dr. Logemann was not only dedicated to ASHA, but also passionately served in a variety of positions within the Illinois Speech-Language-Hearing Association (ISHA). She frequently presented on dysphagia at the Annual ISHA Convention as well as served as the Program Track Chair for Dysphagia. Her commitment to the profession and ISHA was recognized in 2006 when she was awarded ISHA Fellow status and then again in 2007 with Honors of the Association. Her commitment to her patients and her passion for her work will be remembered and missed by those who had the privilege of working with her. The memories and tributes provided by ISHA members illustrate the true impact Dr. Logemann had on those with whom she interacted.

“I was a young clinician attending the initial training session for what was then “Protocol 201” and eager to participate in the research that makes our field great. My heart beat a little faster surrounded by some of the biggest names in our field. Then came the test. Seated next to me was Dr. Logemann. I thought to myself, there is no way I am supposed to be taking the same test as this person, this legend. My panic must have been obvious as she reminded me we have the same license and credentials—hardly, though I appreciated the sentiment. With her verbal pat on the back, I fought every instinct to second guess myself, but did not stop wondering what the woman who literally “wrote the book” thought about each swallow we observed. Thankfully, I passed. I sat a little taller and was thankful that at the end of the day, she was still a teacher and mentor. Thank you, Dr. Logemann, for your contributions to mentoring the next generation of clinicians. I should mention that she passed the test, too. I’m sure you were wondering!”

~Michelle Zemsky

“Jeri Logemann’s contributions to the field of speech-language pathology as a whole and, in particular, the assessment and treatment of swallowing disorders are far too numerous to enumerate. She was one of the most prominent and productive leaders, researchers and clinicians in our field. Her service to ASHA, ISHA and Northwestern University are also too numerous to enumerate. Her passion for the field is reflected in her willingness to serve as president of ASHA on two separate occasions. I feel honored to have known Jeri and had the opportunity to interact and work with her in her role at Northwestern Memorial Hospital. For years, we would get together for lunch at a Thai restaurant close to both of us. Sushi was always her favorite dish there. Our conversations typically revolved around ASHA, our respective jobs, our research and clinical endeavors and Jeri’s travels to places all over the world. I personally learned so much from Jeri and always enjoyed these informal interactions. I always was impressed with Jeri’s dedication to and passion for everything she did in the field of speech-language pathology and for ASHA and ISHA. I will really miss her and our lunches and conversation. May she rest in peace.”

~Anita S. Halper, MA, CCC-SLP, ANCDS-BC

“A pioneer, a scholar, a researcher, a prolific writer, a teacher, mentor, colleague and friend. This incredible woman brought new respect to the field as she pioneered the area of normal swallowing, swallowing disorders and innovative treatment. Her influence in the medical realm spread both nationally and internationally. As a scholar, researcher and writer, she published numerous peer-reviewed journal articles, text books and contributed to many text book chapters. Her stellar teaching at Northwestern earned her the Teacher of the Year Award. While students may have feared her, they revered her and found her classes challenging, rewarding and practical. She was an academic mentor and a mentor to those who wanted to develop the skills to be a leader in the field. As a colleague, I had the opportunity to teach with her at Northwestern, sit on program committees, chair an ASHA Board while she was president, and sit on Legislative council with her for many years. No one was more passionate about speech-language pathology than Jeri! She loved her profession and always fought for what she thought would move the profession forward. You always knew where she stood on an issue and hopefully you were on the same side! She had little tolerance for the mundane. As a friend, I watched her and assisted her as she was challenged by physical changes over the years. What courage it took to continue to teach, to meet with colleagues, to travel and to ensure all along that the profession was moving forward. She never gave up! A week before she died, she said to me “I have to get back. It’s important.” We owe a great deal to this courageous, passionate colleague. She gave her life to this profession. Moments of gratitude! Let’s celebrate all that Jeri was and the gifts she shared with all of us.”

~Judy LeDuc
Many of you know that speech-language pathology was not my first career choice. My master’s degree is in the field of philosophy. Similar to communication sciences and disorders (CSD), philosophy deals with every area of human activity, especially our ability and willingness to consider the act of thinking itself. One way to do this is through thought experiments (http://plato.stanford.edu/entries/thought-experiment/). Most thought experiments push ideas to their logical—yet sometimes impractical—conclusion (http://www.brainpickings.org/index.php/2011/10/19/open-university-thought-experiments/), but some relate to issues that are more practical and specific to real human interaction (http://plato.stanford.edu/entries/prisoner-dilemma/). The take-home message is that both our thoughts and our ways of thinking have real consequences.

Here is a CSD-related thought experiment for all of us: Think About Superman (http://www.imdb.com/title/tt0770828/?ref_=sr_1). The problem: What if he inadvertently damaged his vocal folds? What if he experienced band-specific hearing loss? What if he experienced sudden-onset aphasia that affected his ability to communicate his basic wants and needs? The catch: What if his immediate exposure to yellow sunlight didn’t fix such problems? The experiment: What if Superman’s advanced directives specifically requested that you be the professional to provide speech-language or hearing services?

As silly as this scenario might be, I believe that it is the experiment that every speech-language pathologist (SLP) and audiologist works through when encountering a new client. Who is this person whom I am to treat? What am I going to do? What is my plan? What if the plan doesn’t work? Am I qualified to do this? Is there someone more qualified to do this? Why is it my responsibility? What if I fail?

There are no simple answers, but I think that we all struggle with two different types of failure, both of which can hold us back if we let them. The first is relatively easy to address: the fear of failure. The fear of failure is rooted in the notion that we are not up to the task at hand, despite knowledge and training and everything that puts us squarely in the position of responsibility. The fear of failure provides easy answers to the questions in the previous paragraph.

The second type of fear is more difficult for many of us to recognize: the fear of success. The fear of success, I contend, is more paralyzing than the fear of failure. Anyone can quit in the face of certain disaster. There is a much different drama when one quits within sight of a finish line. In academia, we often see this in the student who successfully completes all but one requirement for a degree. I have seen business cards printed with the acronym “ABD” (“all but dissertation”) after the person’s name. There is no such credential; the letters designate the hurdle that wasn’t overcome. To the person that uses it on the business card, it is an attempt to say “I was almost there;” to everyone else, it is code for “I didn’t finish.”

There are many reasons why we don’t cross our personal finish lines. We face them in our own way, sometimes with the wanted or unwanted help of others (e.g., http://www.imdb.com/title/tt0427229/?ref_=sr_1). In a previous article, I referenced the concept of grit and provided a link to a TED talk on the concept. The TED talk was the result of the following research article: Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and Passion for Long-Term Goals. Journal of Personality and Social Psychology, 92(6), 1087-1101.

Duckworth and colleagues write the following: “[W]e know comparatively little about why, as [William] James, [described as the father of American psychology] put it, most individuals make use of only a small part of their resources, whereas a few exceptional individuals push themselves to their limits” (p. 1087). Do you push yourself to your limits when the situation requires it? Could you treat Superman? The authors continue: “Why do some individuals accomplish more than others of equal intelligence? In addition to cognitive ability, a list of attributes of high-achieving individuals would likely include creativity, vigor, emotional intelligence, charisma, self-confidence, emotional stability, physical attractiveness and other positive qualities. A priori, some traits seem more crucial than others for particular vocations. […] However, some traits might be essential to success no matter the domain. We suggest that one personal quality is shared by the most prominent leaders in every field: grit” (p. 1087). Could you treat Superman?

Duckworth and her fellow authors define grit as “perseverance and passion for long-term goals,” expanding thusly: “Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity and plateaus in progress. The gritty individual approaches achievement as a marathon; his or her advantage is stamina. Whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses, the gritty individual stays the course” (p. 1087-1088). Are we committed to playing the long game? Could you treat Superman?

The authors refer to the difficulty in recognizing grit as follows: “In our view, achievement is the product of talent and effort, the latter a function of the intensity, direction and duration of one’s exertions toward a goal. […] Whereas the amount of energy one invests in a particular task at a given moment in time is readily apparent both to oneself and to others, the consistency of one’s long-term goals and the stamina with which one pursues those goals over years may be less obvious” (p. 1098). Do we persevere when no one is looking? Could you be Superman’s clinician, especially if no one knew you were?

Douglas F. Parham

This article originally appeared in the July-August 2013 issue of the Kansas Speech-Language-Hearing Association Connection. Reprinted by permission of the author.
How is Your Student Involvement in Your State?

The Texas Speech-Language-Hearing Association (TSHA) has incredible student involvement, in quality and quantity. Each year, we have two graduate students serving on the TSHA Executive Board. One rotates off and one rotates on each year. They are nonvoting members, but they bring so much to the table. We get a refreshing view of a younger generation on our Executive Board, which is extremely important as we navigate through this era of technology and delivery. They are the second largest population of our members, and their numbers increase each year. Here are some examples of what our students bring to TSHA:

- Publish articles in the Communicologist to foster student awareness and involvement in TSHA
- Partner with the vice president of social and governmental policy to contact vendors about funding for the student loan repayment
- Partner with the vice president of social and governmental policy to increase student involvement in Capitol Visit Day in spring 2015
- Update the university contact list with advisor and NSSHLA officer information
- Get student volunteers across the state to attend the career fairs at their respective colleges and universities and request use of the public information exhibits

Articles are published in our state magazine and following is the last one published.

TSHA offers a big thank you to our current and past student representatives, including Becca Kelly, Alyson Womack, Nadia Flores, Lindsey Lee and Tiffany Cruz. We are very proud of you!

Melanie McDonald, MS, CCC-SLP
TSHA President

It’s Time to Get Involved!

Students, it is time to get involved! The upcoming year is a BIG year for the Texas Speech-Language-Hearing Association’s (TSHA) legislative team. This year, TSHA’s top priority will be seeking funding for the student loan repayment bill that was passed in the last legislative session. This endeavor has the potential to be life changing for many individuals, including you!

When the Texas legislature passed the bill, TSHA committed to giving $300,000 to kick-start this project. However, more funding is still needed. Also, the Higher Education Coordinating Board created rules for the application process. With donated funding and new rules, the first awards will soon be given to eager applicants. Student loan repayment for speech-language pathologists and audiologists is happening in Texas! This is something to get excited about!

As a student, the idea of loan repayment creates much stress and anxiety. With a vested interest in this project, I want to get involved. In the spring, TSHA will be hosting Capitol Visit Day. On this day, volunteers will visit the capitol as a group so that we can meet and speak with our legislators about the dire need for funding for student loan repayment for speech-language pathologists and audiologists. It will be a time to show our legislators our personal interest and testament of the need for this funding. You won’t be alone and TSHA will give us “talking points” for meeting with our legislators! It will be an exciting day in which you will want to participate as a team member of your dedicated professional association.

The 2015 Capitol Visit Day gives students the opportunity to be an integral part of making a better future for their clients, the community, themselves and their potential colleagues. When students are willing to share their personal stories, share their passion for their profession and explain how loan repayment would impact and improve lives of individuals with communications disorders, legislators will have no choice but to take note! Now it is time to grab your friends and get involved! Be on the watch for more details regarding this day. It could be a day that changes everything!

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Future Meetings
Spring 2015
May 15-16 – Oklahoma City, OK
Fall 2015
November 18 – Denver, CO

Student Call to Action!

Students who get involved at some level of their state Convention and have a positive experience, are more likely to join their state association. Set them on the pathway to becoming a member by getting them involved in:

1. NSSHLA National Office:
National Student Speech Language Hearing Association
2200 Research Boulevard #322
Rockville, MD 20850-3289
E-mail: nsslha@asha.org

2. Volunteering at Convention
3. Advocacy day
4. Committee members
Explore your students’ hidden strengths

• Now a battery of 16 stand-alone tests

• New! Scaled scores for the Pragmatics Profile

• New! Pragmatics Activities Checklist—use interactive activities to identify a student’s atypical social language behaviors.

• Obtain initial information about how oral language difficulties affect literacy skills with just two tests: Reading Comprehension and Structured Writing.

• Screen students ages 5 through 21 in 15 minutes

• Now includes a pragmatics screening!

CELF®-5 Overview

Age Range: 5:0–21:11
Publication Date: September 2013
Completion Time: 30–45 minutes for Core Language Score; Total assessment variable
Administration Options: Print edition or digital edition using flash drive on computer
Scoring Options: Manual or web-based scoring on Q-global™