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CEC: Clinical Exchange Corner

Clinical Education Complex, WKU

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Join the Life Skills Walk Run for KAP on October 16 by Dr. Marty Boman

The Kelly Autism Program (KAP) is excited about the huge anti-bullying campaign started by Dylan Beckham, an energetic eleven-year old from Plano Elementary School. His mission is twofold: decreasing bullying while increasing autism awareness. Dylan saw his friend, a KAP participant, being teased at school one day and immediately got involved. This incident spurred him to become a “voice” that is dedicated to individuals who have faced any type of ridicule. Dylan’s goal is to raise \$30,000 for KAP and create awareness about how painful these experiences can be for all children.

In pursuing his goal, Dylan has become the chair person for the annual Life Skills/ Kiwanis Run for Autism on October 16th. As a leader of such a large campaign, Dylan has met with Brian Packard and Mark Elliot, co-chairs for the event. Dylan’s efforts have ignited reverberating effect within the schools and community. Plano Elementary and Rich Pond Elementary Leadership teams hosted a baseball game with proceeds going to KAP. Those who attended the game all agreed it was powerful to see hundreds of students wearing KAP t-shirts and showing such support for their classmates diagnosed with autism. The Creek family helped Dylan sponsor a golf scramble. Scrap bookers got involved, and are now planning a monthly event with proceeds going to Dylan’s efforts. Several other organizations and families have joined Dylan in his mission, giving of their time and resources.

KAP staff has worked with Dylan, Joanie Hendricks (Warren County Public Relations Coordinator), and Bowling Green Independent Schools on the production of a public service announcement titled “Stop the Hurting, Start the Healing”. This PSA is airing daily at all Warren County and Bowling Green Schools, and is being presented to the Kentucky Department of Education. Also,

the Kelly Cup (a three foot traveling trophy) will be awarded to the school which has the highest percentage of participants yearly in the Autism Walk. KAP is so proud of this young man and his family as he strives to impact the community and promote autism awareness! Please join us on:

Saturday, October 16th

Bowling Green Hot Rods Ballpark

Registration Starts at 6:30 am

4-Mile Run at 8:00

1-Mile Family Walk at 9:00

Thank you Dylan Beckham and family for your support!!!

Upcoming Events:

- October 15—Family Resource Video Conference
- October 16—Lifeskills Kiwanis Walk/Run for Autism
- November 24-26—WKU Thanksgiving Break
- December 20-December 31—WKU Holiday Break



Eleven-year old Dylan Beckham

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Family Resource Program to Host Video Conference

The Family Resource Program is hosting a "Human Development Institute Seminar Series" presenting "Evidence Based Practices-Social Skills Development, Including Peer-Mediated Instruction and Intervention" featuring Dr. Myra Beth Bundy. This is a live statewide video conference for families and professionals. The event will be held at the Suzanne Vitale Clinical Education Complex on Friday, October 15, from 11:15 am until 1:15 pm.

In a presentation co-developed with Dr. Jenn Neitzel from the National Professional Development Center on Autism and Marsha Harper from the West Kentucky Special Education Cooperative, Dr. Myra Beth Bundy will discuss research-tested practices which focus on social

skills development for those on the autism spectrum. Her information regarding techniques in social skills development and the use of peer-mediation can be adapted for use by educators as well as parents and other caregivers. Parents, grandparents, educators, early childcare and education staff, social workers, and psychologists and other advocates are encouraged to attend.

Since its inception, the Institute has worked to improve the lives of individuals with disabilities. Promoting independence, productivity, and inclusion throughout life for persons with disabilities and their families requires leadership and the courage to be creative innovators.

Preston Family Acquired Brain Injury Resource Program by Richard Dressler

This Fall the Brain Injury program is again assisting students who have survived brain injuries and who are enrolled in college level courses. Kaci Danhauer is the new graduate assistant for the program and will be helping those students keep up with assignments, homework, and test dates. She also will provide suggestions for studying and retaining the information learned in each of their courses. Although brain injuries can appear mild in nature, they can have devastating effects on the things that take for granted, such as organization, problem solving, attention and reasoning, all the things necessary to be successful in the classroom. The CEC's Brain Injury program strives to help students become successful in their educational goals. If you or someone you know has survived a brain injury and are taking courses either here at WKU or any other school and would like some help, please contact us at 270-745-2520.

Dr. Dressler, the director of the Brain Injury program, along with colleagues at the Ft. Campbell Brain Injury Recovery Unit are continuing their research on effects of IED blast injuries on the verbal problem solving abilities of service members serving in the Gulf Wars. As you might have heard or read, there are numerous service members returning from the conflicts in the Middle East who were exposed to explosions that have caused concussive brain injuries similar to the kind of concussions that athletes experience. Although appearing physically intact, the underlying brain injury resulting from the concussion can have a negative impact on the service member's communication effectiveness. The study is examining the usefulness of an easy-to-administer test to examine the service member's ability to solve problems through a verbal question and answer format.

Things That Go Together by Vicki Beach

After a busy Spring semester learning about the state of Kentucky, Big Red School at the Renshaw Early Childhood Center is gearing up for Fall 2010. Our theme this semester is Things That Go Together. We will be learning about household items and clothes that go together, animals and their homes as well as toys and their parts. We have been busy rearranging toys and bins in the room to reflect the new theme. The play yard is taking shape and we have planted new flowers and added a wooden playhouse complete with mailbox and window that open and close. Fall 2010 may prove to be one of our busiest semesters as we have enrolled a record number of new toddlers and preschoolers. We have been busy meeting with families and children in preparation for the new semester and we look forward to watching these new little ones make new friends and make progress toward their goals for the year.

she prepares to join her husband, Robbie, who is stationed in the military. She will be missed. On the other hand, we are pleased to welcome Meredith Smith to our team as our new Graduate Assistant. Meredith is a Communication Disorders graduate and she is already proving to be a much needed asset to our team.



Above, one very happy Big Red School student gets her life jacket on to go on the boat ride at Lost River Cave during a field trip in the Spring. During the Spring semester, we learned about the state of Kentucky.

We are sad to say good-bye to Jennifer Pannebaker who has been our Graduate Assistant for the last two years. She has moved on to take the Graduate Assistant position in the IECE department. We wish her the best of luck as she works toward finishing her Masters and as

CEC Family Resource Program and Vanderbilt by Jessica Fultz, Intern

The Family Resource Program (FRP) visited the Vanderbilt Kennedy Center and the Vanderbilt Children’s Hospital on Thursday, April 15. The FRP staff traveled to Vanderbilt for the purposes of comparing and contrasting programs, obtaining information about available regional resources, clarifying the social worker’s role in service programs, and to establish collaborations between programs. Information was provided about the programs within the CEC to strengthen collaborations and referrals.

The Director of Communications and Dissemination at the Vanderbilt Kennedy Center, Dr. Jan Rosemergy, began the day with an overview of the Center, which provides services to persons with disabilities, families, educators and service providers, as well as conducts interdisciplinary research to make breakthroughs in prevention and treatment for persons with disabilities.

The day continued with an informative session about the Tennessee Disability Pathfinder, an internet and phone service database on current disability services in Tennessee provided in English, as well as Spanish. Staff from the Vanderbilt Autism Clinic, a helpline for families and professionals to find information about clinical, research and outreach services for autism, discussed their roles in the Center.

The group explored the Monroe Carrell Jr. Children’s Hospital at Vanderbilt and engaged in a discussion with staff at the Junior League of Nashville Family Resource Center. The program provides information to help families understand a child’s medical condition, as well as information about community agencies and support programs.



Above, the Family Resource Program staff and interns at the Vanderbilt Kennedy Center.

CD Clinic Offers Auditory Processing Assessment by Mary Lloyd Moore

The WKU Communication Disorders Clinic is pleased to announce that assessment for Auditory Processing Disorder is now available at the Suzanne Vitale Education Complex.

What is Auditory Processing Disorder (APD)?

Auditory processing disorder (APD), also known as central auditory processing disorder (CAPD), is a complex problem affecting about 5% of school-aged children. These children can’t process the information they hear in the same way as others because their ears and brain don’t fully coordinate. Something adversely affects the way the brain recognizes and interprets sounds, most notably the sounds composing speech. Children with APD often do not recognize the subtle differences between sounds in words, even when the sounds are loud and clear enough to be heard. These kinds of problems typically occur in background noise, which is a natural listening environment. So children with APD have the basic difficulty of understanding any speech signal presented under less than optimal conditions.

Detecting APD

Children with APD are thought to hear normally because they can usually detect pure tones that are delivered one by one in a very quiet environment (such as a sound-treated room). Those who can normally detect sounds and recognize speech in ideal listening conditions are not considered to have hearing difficulties.

However, the ability to detect the presence of sounds is only one part of the processing that occurs in the auditory system. So, most children with APD do not have a loss of hearing sensitivity, but have a hearing problem in the sense that they do not process auditory information normally. If the auditory deficits aren’t identified and managed early, many of these children will have speech and language delays and academic problems.

Symptoms of APD can range from mild to severe and can take many different forms. If you think your child might have a problem with how he or she processes sounds, consider these questions:

- Does your child’s behavior and performance improve in quieter settings?
- Does your child have difficulty following directions, whether simple or complicated?

APD is an often-misunderstood problem because many of the behaviors noted above can also appear in other conditions like learning disabilities, attention deficit hyperactivity disorder (ADHD), and even depression. Although APD is often confused with ADHD, it is possible to have both. It is also possible to have APD and specific language impairment or learning disabilities. (Auditory processing disorder. Retrieved from http://kidshealth.org/parent/medical/ears/central_auditory.html) For more information, contact Mary Lloyd Moore at 270-745-2183.

ASK THE CLINICIAN: How to Increase Your Child's Vocabulary

Expanding vocabulary is a lifelong process that begins during a child's earliest months. Long before a child can speak in simple words, phrases, and sentences, the child is forming an extensive vocabulary of words he or she understands. This learning takes place every time you name things for your child, sing a song, talk, recite nursery rhymes, and describe the world as he or she goes through daily activities. Your child's ability to produce vocabulary either verbally or through writing (or signing) follows quickly. A child's vocabulary grows rapidly to around 2,000 words by his or her fifth birthday. Your child learns that words represent objects and actions. Later a child learns that combined words can be used to change the actions of other people, to reflect on the past and project the future, and to express feelings and ideas. Parents enrich a child's vocabulary by continually exposing a child to new words and reinforcing the new words by using them in everyday conversation.

You can help to expand your child's vocabulary if you...

- Give your child objects to smell, touch, hear, and see while describing them; name the sounds things make (for example, "Listen to the crinkle of this waxed paper.")
- Read often, showing enthusiasm as you explore the pages together
- Play children's recordings and sing along with your child
- Describe your movements (for example, "Watch how I jump quickly over the ball, but walk slowly to the tree.")
- Have your child imitate new words until he or she can say them easily
- Make a scrapbook of pictures your child likes and write the names of the items pictured
- Help your child describe a simple object in as many ways as possible (for example, an apple is round, smooth, cold, red, shiny, wet, crunchy, sweet); then introduce another object (for example, an orange) and discuss how the two are alike and different
- Teach opposites (for example, *push* and *pull*, *throw* and *catch*, *big* and *little*)
- Take turns naming (or sorting) things in categories (for example, foods you like, clothes, animals, furniture, people's names, cartoon characters, drinks, book titles)
- Talk about how two things are similar and different.
- Talk about new situations before you go, when you are there, and again afterward
- Repeat new words until the child uses them
- Add new information to expand on what your child is saying, and ask questions to stimulate thought and language
- Use a variety of words in your everyday conversation so the child is exposed to rich vocabulary
- Provide experiences to stimulate new vocabulary—go to the park or zoo, go grocery shopping and talk about what you could make with the items and describe the appearance and taste of foods, have a picnic, take a walk, clean the house together, plant a garden
- Teach the names of everyday objects as you experience daily activities together



**Taken from Pro-Ed, © 2002 by Mary Brooks & Deedra Hartung

Suzanne Vitale Clinical Education Complex News

RONDA TALLEY NAMED EXECUTIVE DIRECTOR AT SUZANNE VITALE CLINICAL EDUCATION COMPLEX

Dr. Ronda Talley will be the new Executive Director of the Suzanne Vitale Clinical Education Complex (CEC) at WKU beginning November 1.

Dr. Talley is currently at the Centers for Disease Control and Prevention (CDC), U.S. Department of Health and Human Services, in Atlanta. At the CDC, she has served as a Health Scientist in the National Center on Birth Defects and Developmental Disabilities, and as Associate Director for Policy, Evaluation and Legislation in the National Center on Chronic Disease Prevention and Health Promotion.

“We are delighted to welcome Dr. Talley to the WKU family,” WKU Provost Gordon Emslie said. “She brings a wealth of expertise to this position, and I am supremely confident that under her leadership the CEC will move aggressively forward to national and international recognition for its activities in teaching, research and community outreach.”

Dr. Talley has been at the CDC since 2005. Prior to that, she was Professor of Education and Psychology and Executive Director of the Rosalynn Carter Institute for Caregiving at Georgia Southwestern State University where she worked closely with former First Lady Rosalynn Carter.

Dr. Talley also served as the Executive Director of the Washington, D.C.-based National Quality Caregiving Coalition and the National Alliance of Pupil Services Organizations. Her Washington experience includes positions at the American Psychological Association (APA) as Assistant Executive Director for Education, Director of the Policy and Advocacy in the Schools Program, and founding Director of the Center for Schools and Education.

She has held leadership positions at other institutions including: Indiana University Southeast, University of Louisville, University of Maryland at College Park, Spalding University, and the Jefferson County, KY, Public Schools. A licensed psychologist, Dr. Talley is the founder and President of Tri-T Associates, Inc. Tri-T Associates is a multidisciplinary consulting firm with team members that specialize in staff development, program development, coordination and evaluation, assessment, research and training.

A 1973 WKU graduate, Dr. Talley also has degrees from University of Louisville, Indiana University and Johns Hopkins University. Her degrees vary in discipline and include: early childhood education, elementary education, special education, educational/school psychology, health policy and management, school health, and health education and communications.

“Moving to Bowling Green, to me, is moving home,” Dr. Talley said. “Bowling Green has been ‘home base’ for me throughout my life. I am still connected with many individuals I met during my WKU years and have met many more Hilltoppers during my time working at the Centers for Disease Control and Prevention in Atlanta. As a WKU graduate, I feel honored to return to my ‘home base’ and apply my education and career experience to lead WKU’s Vitale CEC.”

Along with her educational and career background, Dr. Talley has a long list of national and state awards and service to professional organizations. Notably, she received the Distinguished Alumni Award from Indiana University and Jack Bardon Distinguished Service Award from the APA Division of School Psychology. She also has an extensive list of research, grants, contracts, presentations and publications and was recently named Editor-in-Chief of the Springer book series, “Caregiving: Research, Practice, and Policy.”

Her scholarship, leadership and experience will lead the Suzanne Vitale CEC to the next level, Dr. Emslie said.

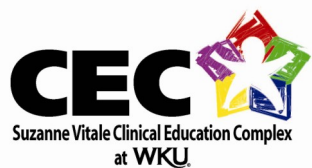
“What a splendid record of scholarly achievement Dr. Talley has accumulated since we were classmates at WKU,” WKU President Gary Ransdell said. “She can now put her experience and passion to work in one of WKU’s most inspiring programs. The Suzanne Vitale Clinical Education Complex has had a profound impact on hundreds of special needs youth and their families. Dr. Talley can now chart a bold course to becoming a full-blown teaching and research enterprise. Welcome back Ronda!”

Dr. Talley said WKU is now a major force in Kentucky higher education and is moving beyond state and national boundaries.

“With my appointment as Executive Director of the Suzanne Vitale Clinical Education Complex, I hope to follow President Ransdell’s example of quality service, sustained growth and personal conviction to the success of the individual as well as the institution,” Dr. Talley said. “Working with the excellent faculty on campus and the outstanding CEC staff already in place, and under Provost Emslie’s leadership, I hope to grow the CEC into a nationally recognized university center of excellence in service, education and training, research and evaluation, and policy. It has the potential—and incredible backing from many community members such as John Kelly and Suzanne Vitale—to achieve this goal. Working in partnership with the university and local communities, I know this vision will become a reality.”



Dr. Ronda Talley



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**Visit the CEC
website at
www.wkucec.com.**

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