

Wavelength

DEPARTMENT OF SPEECH AND HEARING SCIENCES

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World Class. Face to Face.

True Stories

Going Home: Bridging Two Languages

By Marta Plazola

Growing up in the Yakima Valley, my mom made sure that all her children learned Spanish as their first language. As a teacher in her native Mexico, she had all the means to teach my sister, two brothers, and me our colorful native language. At that time I had no idea what a powerful tool she had bestowed upon me. Throughout my years of learning English as a second language I looked to my Spanish roots to help solidify my newfound language. As I grew up and started working my first jobs, I saw my Spanish as a good asset to help customers or patients. However, it's now, as a speech-language pathologist, that I am putting my Spanish skills to best use when helping Spanish-speaking and bilingual patients.

Returning to the Yakima Valley was always my intention after finishing my master's program in Spokane in 2007. Yakima has a high population of Hispanic residents which assured me a great experience at the Hearing and Speech Center during my first two years as a clinician. The Hearing and Speech Center is an outpatient nonprofit clinic that offers a variety of services for patients of all ages, from infants to the elderly. My caseload consists of pediatric speech and language assessment and intervention, adult neurogenic acute hospital care and in-patient as well as out-patient rehabilitation, and pediatric feeding and swallowing. Currently, my caseload is 73% monolingual Spanish speaking or bilingual Spanish-English speaking. I strive to serve the Hispanic population in Yakima because I feel a deep responsibility to help my people by providing them with the best clinical services possible.

Pediatric Spanish-speaking speech and language cases make up the largest portion of my caseload. It is a truly challenging



group to serve. In-depth evaluations in Spanish and English can be time consuming and complicated given limited availability of assessments with normative information. Establishing a differential diagnosis between a language difference and a language disorder for bilingual speakers can be challenging, but is essential to ensure the best and most effective clinical services. Sometimes intervention materials originally developed for English speakers can be modified to accommodate my patients' needs, which is more efficient than developing new materials in Spanish. Developing new materials is quite time consuming, so I feel especially privileged to have colleagues who share with me their wealth of knowledge and the materials they have developed in Spanish when adaptation of existing English materials does not meet my patients' needs. Fortunately, more materials in Spanish are becoming readily available to provide better assessment and

See True Stories, back cover

Message from the Chair



Our many alumni and other friends who have read my chair's messages in prior issues of *Wavelength* know that I always close my message with a tribute to you. This year, however, as we struggle to retain excellence amid the most severe fiscal environment I have witnessed in my nearly 40 years in higher education, I am compelled

to express my appreciation to you in my opening remarks.

Today, as never before, your ongoing support and your generous investment in our students and our programs are pivotal to our continued tradition of excellence in both undergraduate and graduate education and research. To ensure that we are best positioned to benefit from your support, I am announcing the department's plans to consolidate its programs in Spokane on the Riverpoint campus in fall 2011. In addition to a budgetary necessity, our consolidation is consistent with one of many recommendations of last year's university-wide Academic Affairs Program Prioritization (A2P2) process and builds upon our new cooperative EWU/WSU (UPCD) undergraduate program, which we launched last fall in Spokane.

While much may change, this issue of *Wavelength* continues our tradition of giving you a snapshot of the many accomplishments of our faculty, students, and alumni during the 2008–2009 academic year. Once again, we are proud of our undergraduate and graduate students, many of whom were recognized during this past year for their academic and clinical excellence. Our faculty continued to earn recognition for their exceptional contributions to professional education, clinical practice, and research. Through their dedicated efforts, we are able to remain highly responsive to workforce needs, preparing

qualified speech-language pathologists to serve the citizens of Washington and the Pacific Northwest. With hands-on experiences obtained in labs, clinical practica, internships, community service, and research, faculty engage students in innovative learning opportunities that integrate science and practice. You will find more specific news about many of these accomplishments in the various columns of this issue of *Wavelength*.

One other change to announce—we are hoping to go green beginning with our 2010 issue of *Wavelength*, which we will publish on our Web site. For those of you for whom we have working e-mail addresses, your copy of this issue of *Wavelength* will arrive via e-mail. **To ensure you receive our e-mail communications, including those alerting you to the posting of next year's *Wavelength* on our Web site, please take a moment to send your e-mail address to Academic Coordinator Lauri Sue Torkelson at torkelson@wsu.edu. Simply place "Wavelength" in the subject line and your name and e-mail address in the body of the e-mail. We will make sure you are included in the electronic distribution list.**

We invite you to browse through our department Web site (www.libarts.wsu.edu/speechhearing) to learn more about our ongoing work. You will find the 2008 issue of *Wavelength* posted at www.libarts.wsu.edu/speechhearing/overview/wavelength.html. Also, we would like to include your news in our next issue, so please give me a call (509-335-4526) or e-mail me at chermak@wsu.edu. As always, I welcome your comments and feedback.

Once again, please accept my deep appreciation for all you do to support our students and our faculty. By maintaining our focus now on all that is most important to our mission, I am confident that we will emerge from the current downturn prepared to achieve even greater success than we have before in the classroom, the laboratory, and the community.

Gail D. Chermak

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Doctoral Studies and Family in Kansas: A Perfect Combination

Interview with Merle Tsai ('05 M.A.)

By Jeanne M. Johnson, Ph.D.

I have kept in touch with Merle since he graduated from our program and was accepted into the doctoral program at Wichita State University. These days, we catch up on the news when we meet at the ASHA conventions and by e-mail. Merle has given me permission to share what has been happening since he left WSU.

Merle graduated from WSU in August of 2005 and went straight into the doctoral program in communication sciences and disorders at the “other” WSU—Wichita. He has been continuing his research in the area of augmentative/alternative communication. He says, “Experience doing my research project and thesis triggered my interests in doing more research and met the prerequisite for my doctoral studies.”

When asked what knowledge from the master’s program helped him the most since graduation, he mentioned the two research methods courses he took. He felt they equipped him with basic research knowledge and the steps for finishing his master’s research. Here’s his advice for students currently in the master’s program:

- “Spend some time taking any elective courses (e.g., infant feeding, developmental apraxia of speech) offered in the program.
- Invest some time in doing your thesis or research project.
- Always follow steps assigned in the two research courses in order to complete your thesis or research project to be free of anxieties.
- Always meet with your advisor to discuss your status and/or progress in the program to facilitate successful completion of your degree.”

Merle also shared that he felt the SHS faculty at WSU were very easy to access and provided various ways to meet his personal needs.

One big event in Merle’s life is that he married Hsiu-Ching (Iris) Lee in June of 2006. Here is what he said about how they met and what happened next:

“We were classmates at the undergraduate program in Taiwan. We have been together since 1997 when we were juniors. Hsiu-Ching (Iris) Lee was admitted to Washington State University in



January 2003, and I was admitted in August 2003. Iris graduated in January 2005 and I graduated in August 2005. After we got our master’s degrees, Iris went back to Taiwan with her CCC working as an SLP in a craniofacial center at Chung-Gung Medical Center. I continued pursuing my advanced degree in August 2005 in the program of communication sciences and disorders at Wichita State University in Kansas. Both of us were separated from each other, living in two countries—Taiwan and the United States. In June 2006, we were married in Taiwan when I was back for my summer break for a month, and then I went back to the United States alone. In July 2008, both of us decided to live together in the United States, so Iris quit her job in Taiwan and moved to Wichita. On January 31, 2009, our baby girl, Shin-Ni Tsai, was born in Wichita, Kansas.”

I always ask Merle how he likes living in Kansas, which is renowned tornado county. (I know—I lived in Lawrence, Kansas, and had to run to the tornado shelters more than once!) He tells me he’s used to living there and the only thing he doesn’t like is the warmer temperatures. He and Iris preferred the cooler weather in Spokane, not to mention picking apples, cherries, and apricots as well as trips to Seattle.

What plans does he have for the future? “There are two goals I am thinking to pursue after I finish my doctorate. First, I would like to do a postdoctoral program for one to two years in the United States focusing on conversation patterns of typical speaking conversation partners conversing with individuals who use AAC. With this more advanced training, I will be able to conduct more research and have this research published. Second, I plan to go back to Taiwan to find a teaching position in a university, either a graduate or undergraduate program.” We wish Merle and Iris all the best!



Q&A

Doctor's Corner

Clinical Assistant Professor Sally Johnston

Send Us Your Questions!

If you have other questions or topics you would like to discuss, send them to the Department of Speech and Hearing Sciences at spehrsci@wsu.edu, or mail them to the department at PO Box 642420, Pullman, Washington 99164-2420.

Dear Doctor: My daughter plays on the varsity soccer team. She has had episodes in which she can not catch her breath. Our family doctor suggested she see a speech-language pathologist (SLP). How can an SLP help with a sports issue?

First, let me say you have an informed physician. Many doctors are not aware of the potential role of an SLP in this situation.

Your daughter may well be experiencing paradoxical vocal fold dysfunction (PVFD). In

normal inhalation, the vocal folds (chords) abduct (open) allowing air to flow through the trachea, bronchial tubes, and lungs. On exhalation the vocal folds are partially closed, but remain slightly open. In PVFD the vocal folds adduct (close) on inhalation leading to tightness or spasm. Inappropriate closure of the vocal folds on inspiration results in stridor (wheeze), dyspnea (or labored breathing), and shortness of breath during strenuous activity. Medical treatment (e.g., inhalers or bronchodilators) offers little to no response.

There are other causes for PVFD, but what you describe is exercise induced. The athlete profile for PVFD includes onset between 11 and 19 years of age, more often in females than males (3:1), and continues through the college years. Athletes most prone to PVFD are described as high achieving, Type A personalities. They have high personal standards, are acutely aware of social pressures, and are intolerant of failure. They are

competitive, self-demanding, perceive family pressure to succeed, and may "choke" under pressure.

Acute management on the field requires a positive approach. Remember the athlete is not consciously manipulating her airway. During an episode, the athlete typically feels helpless and scared. Implying that it is "all in their head" is counterproductive. Instead, the coach should separate the athlete from the team and provide support and empathy, while prompting the athlete in easy breathing, controlled panting, belly breathing, and relaxation. If the athlete has been prescribed medication to be taken during these episodes, the coach or other adult supervisor should help the athlete take the appropriate dose of medication. If she is unable to catch her breath, emergency medical assistance should be retained at once.

Voice therapy for PVFD involves multiple techniques. Client counseling and education are essential. Drawing parallels to other stress induced disorders (e.g. migraines) helps understanding. Respiratory training in diaphragmatic breathing as opposed to thoracic or clavicular breathing may be unpopular with female athletes (due to our society's obsession with the perfect figure); however, it is necessary. Instruct the client in back pressure breathing accomplished by using a quick "sniff-blow" with the blow prolonged by exhaling on /wh, f, and, s/ phonemes as they are more likely to open the airway. Remind the athlete to keep shoulders relaxed and throat open. This should be practiced in various positions, including supine, sitting, standing, and running. If the athlete has difficulty relaxing, intense progressive relaxation exercises are indicated. If possible, a follow-up observation of the athlete engaged in her sport/game would be beneficial.

I have worked with many female athletes with PVFD involved in soccer, swimming, basketball, tennis, and other sports. It is a very rewarding area of practice.

Passages

Congratulations to **Susan Forbes**, Pullman audiology coordinator, and **Sally Johnston**, Pullman clinic coordinator, who have been promoted to clinical assistant professors in recognition of their outstanding contributions to the department's undergraduate program.

Congratulations as well to our EWU colleague Dr. Lesli Cleveland and her husband Paul on the birth of their baby, Keely Allen.

We wish to express our appreciation to **Becky Keifer** ('05 M.A.) and **Elizabeth Wilson** who taught undergraduate courses this past year. Thanks as well to **Michelle Bower** who supervised in the Pullman clinic.



In the Spotlight

Speech and Hearing Sciences students and alumni earned numerous awards and were recognized for outstanding scholarship, leadership, and service in 2008–2009. **Emily Wilson** was named the College of Liberal Arts Outstanding Senior in Speech and Hearing Sciences. Wilson also is a Regents Scholar and was awarded a Scottish Rite Scholarship last year and again this year. Senior **Danielle Nelson** was honored with the Lynn Larrigan Clinical Excellence Award. Senior **Angela Bedwell** was awarded a Plateau Native American Scholarship. Senior **Alasia Fate** earned the Frank and Irene Potter Memorial Scholarship. Senior **Ainsley Nix** was awarded the Evelyn W. Hacker Scholarship. Seniors Ainsley Nix and **Selena Galaviz** are Distinguished Regents Scholars. Both Nix and Galaviz are enrolled in the Honors College, as is junior **Samatha Holden**. Junior **Kathleen (Katie) Martell** was awarded the Maynard Lee Daggy Scholarship. Junior **Jessica Armijo** was awarded the Burgess Brothers Memorial Scholarship. Junior **Elisa Turner** received the Howard and Shirley Strobel Scholarship. Post-baccalaureate student **Katherine Bokinskie** was awarded the College of Liberal Arts Native American Scholarship.

Seniors **Danielle Davis, Kelsey Face, Selena Galaviz, Andrea Gates, Allison Hatcher, Elizabeth Jensen, Patrice**

Krier, Danielle Nelson, Stephanie Newcomb, Ainsley Nix, Emily Perry, Bridget Poole, Matthew Sandavol, Megan Shildmyer, and Emily Wilson graduated with academic honors (i.e., summa cum laude, magna cum laude, or cum laude) in the 2009 commencement year. Galaviz was selected as the College of Liberal Arts “Highlight Student” recognized at the fall 2008 commencement ceremony. Galaviz received the Dean’s Award and the S. Town Stephenson Award from the Honors College and was one of 40 undergraduate seniors and graduate students enrolled in communication sciences and disorders programs across the nation selected to participate in the American Speech-Language-Hearing Association (ASHA) Minority Student Leadership Program. Tara Garland, the 2008 College of Liberal Arts Outstanding Senior in Speech and Hearing Sciences, was selected to carry the college banner in the spring 2008 commencement.

Graduate students and alumni also received recognition. **Victoria Goodall** received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award. **Krista Jones** and **Christen Knechtges** were each awarded a Blankinship Fellowship in Childhood Language Disorders from the Scottish Rite Foundation of Washington.

Notes from the NSSLHA Officers

The Washington State university chapter of the National Student Speech-Language-Hearing Association (NSSLHA) enjoyed another productive year in 2008–2009 under the leadership of Danielle Nelson (president), Cody Maasen (vice president), Bridget Poole (secretary), Kayla Driscoll (treasurer), Allie Hatcher (public relations), and Amanda Wagar (junior liaison). Our goal for the year was to bring together undergraduates in the speech and hearing sciences department to develop friendships, as well as coordinate events for our peers, clients, and their families.

Fundraising/Publicity

Our first fundraiser was in October at the Latah Creek Winery in Spokane. NSSLHA members cooked and sold hot dogs and other concessions to patrons attending the wine tasting event. Valentine’s Day also brought another opportunity for fundraising. We set up on Glenn Terrell Friendship Mall and sold bags of candy and gave away earplugs to raise awareness about hearing protection.

Community Service

Our third annual Fall Harvest Festival was well received by our clients and their families and friends. Students, faculty, staff,

and clients dressed up in costumes and participated in a variety of fun activities, including cookie decorating, fishing for prizes, identifying mystery foods, mask decorating, and performing in skits. Dr. Susan Forbes supervised us as we provided free hearing screenings on Mom’s and Dad’s Weekend for parents and members of the WSU community. NSSLHA also participated in Cougar Pride Days, a campus-wide event. Members spent a Saturday morning cleaning and reorganizing the clinic as part of an annual cleanup to beautify our campus.

Education

To calm the nerves of our seniors, Drs. Jeanne Johnson and Amy Meredith gave a talk to answer questions about applying for graduate school. We had a great turn-out for the annual Spring Conference, organized in cooperation with Eastern Washington University’s NSSLHA chapter, and held at the end of April in our UPCD facilities on the Riverpoint campus.

Social

NSSLHA members also enjoyed informal gatherings with events like the Speech and Hearing Sciences Social as well as an Open to Close at the Coug.



In the Forefront

The Speech and Hearing Sciences faculty enjoyed another productive year, excelling in the classroom and the clinic, as well as in their research and outreach. Faculty published eight refereed articles, five invited articles, and one book chapter, and they presented 12 refereed papers and 21 invited papers, seminars, and workshops at international, national, and state professional and scientific conferences and institutes.

Ella Inglebret's highly acclaimed coauthored book—*The American Indian and Alaska Native Guide to College Student Success*—was republished in digital format. Inglebret was a co-PI on a grant from the Washington State Governor's Office of Indian Affairs charged with making recommendations to reduce the educational achievement gap of Native American students. Inglebret was one of six faculty members from across the university whose efforts to integrate teaching, research, and engagement were highlighted in documentation submitted to the Carnegie Foundation for the Advancement of Teaching that resulted in WSU receiving a Community Engagement Certificate. **Charles Madison** was named an international editor for the *Malaysian Journal of Health Sciences*. **Nancy Potter** received the Starfish Award from the Evergreen Chapter of the Amyotrophic Lateral Sclerosis Association (ALSA). **Leslie Power** received the honors of the Washington Speech-Hearing-Language Association. **Gail Chermak's** coedited, two-volume *Handbook of (Central) Auditory Processing Disorder* was named as the "2007 Speech, Language and Hearing Book of the Year" by clinical experts and medical librarians polled by the Essential Speech, Language and Hearing Bookshelf.

Faculty and current and former graduate students presented papers and seminars at the annual ASHA convention in Chicago, November 20–22, 2008. Inglebret presented one poster on curriculum development for indigenous people by indigenous people and a second poster on service learning as a culturally congruent practice. **Jeanne Johnson** and colleagues from the University of Louisville described electrophysiological responses to semantic incongruity in children with cochlear implants. Madison and alumnus **J. Cameron Littlefield** ('07 M.A.) reported on a survey of direct laryngeal manipulation techniques used by teachers of singing. **Amy Meredith** and alumnus **Linsey Baker** ('06 B.A.) presented a poster on the prevalence of counseling training in speech-language pathology. Meredith, Clinical Assistant Professor **Susan Forbes**, and former Clinical Professor **Carla Jones** participated in a panel exploring hopes and challenges in international development. Potter and students and alumnae **Sandip Minhas** ('08 M.A.), **Karen Babson** ('08 M.A.), and **Trisha Griffiths** ('08 M.A.) presented a poster on their database of comparative tongue strength in typically developing children and adolescents. Chermak co-presented an instructional course and participated in an invited seminar on (central) auditory processing disorder [(C)APD]. Inglebret presented an invited session at the first research conference

organized by the ASHA Special Interest Division on Communication Sciences and Disorders in Culturally and Linguistically Diverse Populations. Johnson also coauthored a poster presented at the Cognitive Neuroscience Society conference in San Francisco on event-related potentials to place of articulation cues in preschool-aged children with specific language impairment. Chermak also lectured in Norway and Taiwan.

Research and clinical faculty continued to serve as international, national, and regional practice consultants in the areas of maxillo-facial anomalies, motor speech disorders in children and adults, augmentative communication, pediatric and adult swallowing disorders, (central) auditory processing disorder, hearing loss, assessment and intervention with multicultural populations, and disability issues and studies. **Sandy Bassett** served as a consultant to the Moses Lake Birth-to-Three Program, the Feeding and Growth Team of St. Mary's Hospital in Walla Walla, and to the pediatric programs at Sacred Heart Medical Center and Deaconess Medical Center in Spokane. Bassett also represented Spokane County at the Feeding Team Workshop, sponsored by the University of Washington's Center for Human Development and Disability. Bassett, Madison, and **Jeffrey Nye** worked with the Eastern Washington Maxillo-Facial Defects Program. Madison also served as a consultant for the Idaho Maxillo-Facial Defects Program for Coeur d'Alene and Lewiston. **Jon Hasbrouck** consulted with the Riverview Retirement Community in Spokane to establish a hearing health program for residents. Inglebret served as a consultant to speech-language pathologists across the region and the nation regarding cultural issues in service delivery and multicultural issues impacting special education service delivery to Native Americans. Johnson continued to serve on the Washington State Department of Social and Health Services' Child and Family Outcomes Measurement Task Force, Infant-Toddler Early Intervention Project. **Sally Johnston** continued to consult with area physicians and provide direct speech-language pathology services to patients in the Moscow-Pullman area. Meredith served on the professional advisory boards of the Children with Apraxia Association of North America and the Kids International Early Childhood Initiative Organizing Committee. **Marshall Mitchell** served a second year of a three-year term on the Governor's Committee on Disability Issues and Employment. Potter consulted with educators in school districts across the United States, as well as in Mexico and India on appropriate programming for students with the rare metabolic disorder galactosemia. **Leslie Power** continued to serve as Washington's Education Advocacy Leader to ASHA.

Additional examples of faculty's outreach included a professional development symposium in Pullman and a forum in Spokane. Inglebret and undergraduate students **Danielle Davis** ('08 B.A.) and **Megan Shildmyer** ('08 B.A.) co-chaired the highly successful two-day professional development symposium



on the “Kaleidoscope of Connections: Promoting Communication and Literacy for Children and Youth Who Are Deaf and Hard of Hearing,” held in the Lewis Alumni Centre, October 2–3, 2008. President Elson S. Floyd provided opening remarks, Regent Ken Alhadeff delivered the keynote address, and Johnson delivered a featured presentation. A number of individuals

assisted in planning and preparation, including department staff **Connie Rodeen** and **Lauri Sue Torkelson**. Potter organized the Second Annual Forum on ALS held on the WSU Spokane Riverpoint campus. The forum included a panel discussion with people living with ALS, as well as their caregivers, and survivors of families affected by ALS.

News of Our Friends

Ali Al-shawwaf ('07 B.A.) is a clinician with the Ministry of Health Speech and Hearing Center in Kuwait.

Anna Diedesch ('04 B.A.) earned her AuD at Wichita State University. She works at the National Center for Rehabilitative Auditory Research in Portland, Oregon.

Jenelle (John) Erickson ('96 B.A.) is a speech-language pathologist in the Mukilteo School District.

Tara Garland ('08 B.A.) is completing biology and physics classes at Seattle University as she prepares to take the MCAT this summer before submitting her applications to medical schools. She spent last summer in India and Nepal.

Joanne Harrison ('04 B.A.) is a member of the Washington State Indian Education Association Board of Directors.

Billie Higheagle ('96 M.A.) is a member of the Native American Leadership Council of the American Speech-Language-Hearing Association.

Lynn Reberger ('07 B.A.) will enroll in the speech-language pathology master's program in fall 2009 at the University of Redlands.

Mary Rose ('58 B.A.) drives ten miles every week to an adult day program to sing to small groups of patients with Alzheimer's.

She tells us that some occasionally join her in singing familiar tunes and that “it keeps me in voice and off the streets.”

Chellis Swenson ('57 B.A.) will publish a children's book about teasing, titled *Mrs. Annathena Gilly Gully from Puddle Rumples Tilly Willy*, with Fairwood Press and Lightning Source Printing in September 2009. The book is written for second to fourth grade readers and is also appropriate as a “read to me” book.

Gracie Verduco ('06 B.A.) is in her third year working with preschool students in a self-contained classroom, as well as K-5th grade students, in the Yakima School District. Gracie is enrolled in the Nova Southeastern University online speech-language pathology master's program.

Ashton Webb ('08 B.A.) is a job coach with Personnel Support Services in Vancouver. Ashton specializes in helping individuals with disabilities obtain skills needed to compete for gainful employment.

Rachel Tapper Zijlstra ('98 M.A.) and her husband Andrew are the proud parents of their new baby boy Finn. Rachel operates a private practice—Sound Therapies—in Redwood, California.



Students in Professor Amy Meredith's Anatomy and Physiology class model their “muscle shirts.”



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From True Stories, page 1

intervention. I hope one day to contribute by developing my own materials to share with fellow clinicians.

Pediatric feeding and swallowing cases is the second largest portion of my caseload and has gradually become my specialty. Fortunately, these cases do not rely as much on prefabricated assessments and written intervention. I have the flexibility to provide dynamic assessments and intervention, which is largely verbal, in Spanish. Establishing a connection with parents and children in their native language allows me to gain their trust when teaching new feeding strategies. Cultural knowledge is an additional advantage for me when working with the Hispanic population. I am able to make the most appropriate recommendations and even give tips on specific, culturally typical foods that are most appropriate for this population. For example, when a child is given thickened liquids his parents can offer *atole*, a thick corn-based drink.

Despite the real challenges surrounding differential diagnosis and the limited intervention resources available in Spanish, the patients I serve and their families are worth every bit of effort I invest in serving them. Seeing families who can now communicate in their native language with their children and other family members with communication disorders is greatly rewarding and helps me keep my Spanish language alive. Indeed, working with the Hispanic community has not only been beneficial to my patients and rewarding to me, but has also provided a means to create awareness of the speech-language pathology profession within the Hispanic community. I derive a great deal of satisfaction and remain highly motivated by the outcomes demonstrated by my patients, as well as by the interest expressed by new students aspiring to become speech-language pathologists. I hope to inspire future Spanish-speaking speech therapists to continue serving our growing Hispanic population.