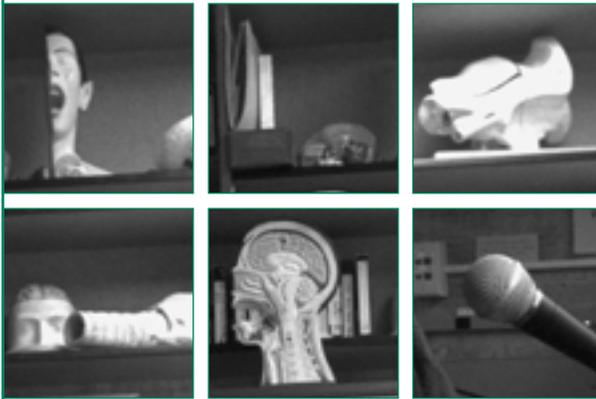


CDS: On the Brain

Who is served by the Communications Disorders and Sciences (CDS) Program?



Children with language impairment; the child who has autism. An individual with cerebral palsy; someone who stutters. The individual without speech—or with Down Syndrome. A child with language delay; an individual with hearing impairment. Someone recovering from brain injury sustained in an auto accident; survivors of brain-tumor surgeries. The elderly who suffer stroke. A child with cleft palate.

These individuals, and millions of Americans with speech, language, or hearing impairment rely on audiologists, speech-language pathologists, and speech and hearing scientists to help them communicate with others. These professions, in turn, rely on researchers such as UO College of Education Communication Disorders and Sciences (CDS) Associate Professor McKay Moore Sohlberg.

Disorders in cognitive functioning need to be understood before they can be rehabilitated,” says Sohlberg. “Cognitive neuroscience explores the relationships between our cognitive functions—thinking, attention, memory, and executive functions—and our social, behavioral, and emotional functions.

“These functions are deeply enmeshed. Their effects upon our ability to communicate are subtle and difficult to isolate, because of the vast spec-

trum of neurological conditions which can interrupt the complex interplay of speech, language, voice, fluency, reading and writing skills, vocabulary development, retention and retrieval, short and long term memory, perception, and other cognitive and executive brain functions.

“So research is critical to establishing a foundation for any approach to speech, language, or hearing therapies—whether we’re choosing methods for classroom instruction or therapies for clinical treatment or medical interventions.

Already a nationally recognized leader in the field of traumatic brain injury rehabilitation and research, Sohlberg is a rising star in cognitive neuroscience—one of the most promising areas of research. For the past 18 years, Sohlberg has worked as a clinician, researcher, and administrator developing programs to assist individuals with brain injury to reintegrate into the community. Intervention programs she has developed and researched have become model programs adopted by rehabilitation centers throughout the United States, Canada, and Europe. Sohlberg also provides instruction for other professionals and agencies nationwide to enhance the effective delivery of community reintegration services to individuals with brain injury.

Sohlberg is currently designing e-mail interfaces accessible for individuals with severe cognitive impairment in her role as principal investigator on a National Institute on Disability and Rehabilitation Research (NIDRR) grant. The research team is collaborating with Teaching Research Institute in Eugene and the UO Computer Science Department to develop interfaces and training techniques and evaluate the potential effects of e-mail use on social isolation and cognitive function for persons with brain injury.

As an associate professor in the CDS program, Sohlberg also teaches courses on neurogenic communication disorders, and maintains an active clinic seeing clients with acquired brain injuries. Her students in CDS are also eager to learn first-hand about cutting-edge research.

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INSIDE

Building on Success
Notables



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“Your voices, as stakeholders, will determine whether the University of Oregon College of Education will continue to build on its success.”

Marty Kaufman



Building on Success

OREGON'S SCHOOLS AND OUR NATION'S EDUCATION reform initiatives are fueled by the understanding, application, and use of UO College of Education research and outreach services in more than 1,000 schools across the nation. The impact of this research is shaping federal and state policies, changing professional practice, and strengthening school and community capacity to deliver needed supports and services nationwide to children, families, and professionals.

The National Research Academy reports that scientific research involving humans in complex organizational systems such as schools and communities is “qualitatively more complex than inquiry in the natural sciences.” Educational research does not have the high degree of controls typical of the hard sciences. Unlike bench science conducted in laboratories, educational research occurs in homes, community agencies, classrooms, and schools. Scientific educational research is an essential tool for addressing important problems, but it does not stand in isolation. A distinguishing feature of such research is the necessity of collaboration with school and community agencies. It strengthens the capacity of these agencies to implement and sustain research-based practices and policies.

Faculty research addresses critical educational and social issues including school safety and discipline, student and organizational performance and progress, violence and disruptive behavior, and reading improvement. This prevention-oriented research represents career-long programs of inquiry that continuously inform, serve, and are accountable to its many stakeholders: children, families, citizens, practicing educators, psychologists, human-service providers, administrators, and legislators.

The state of Oregon is at a turning point in its support of education. The status quo is not a realistic choice if we are to assure continued access, quality, and affordability. In the ongoing debate over public investment in higher education, your voices, as stakeholders, will determine whether the University of Oregon College of Education will continue to build on its success and competitive impact, scalability, and use of research.

Martin J. Kaufman

Martin J. Kaufman
Dean, College of Education

Notables:

Associate Professor **Deborah Simmons** is the 2002 recipient of the Division for Learning Disabilities' **Jeannette Fleischner Award** for Outstanding Contribution to the Field of Learning Disabilities. The Division for Learning Disabilities (DLD) is a national professional organization consisting of teachers, higher education professionals, administrators, parents, and others. It is one of the largest in membership of divisions under the auspices of the Council for Exceptional Children (CEC). Simmons' nomination came from Oregon public school district and state educational agency personnel as well as academic colleagues in special education and literacy.

Professor **Robert Horner** received the **American Association on Mental Retardation (AAMR) Education Award** in May 2002. The Education Award recognizes significant contributions to conducting research, influencing policy, and disseminating knowledge in the field of mental retardation. Dr. Horner's research and demonstration projects have focused on strategies to improve the education of children and adults with mental retardation. Most recently, Dr. Horner's work on school-wide behavior support has emphasized the need to redesign schools' support systems for students with dangerous and disruptive behavior. More than 600 schools across the United States now implement school-wide positive behavior support strategies, and these schools are proving to be effective learning environments for children with or without disabilities.

Kenneth Merrell, Program Director of School Psychology, was elected as a **Charter Fellow** in the new Society for Clinical Child and Adolescent Psychology of the American Psychological Association (division 53).

Roz Slovic, Senior Research Assistant in COE's Educational and Community Supports (ECS), has been appointed by Oregon Governor Kitzhaber to serve a second term on the **Statewide Independent Living Council**. She has also been appointed as a member of the State Rehabilitation Council.

Professor **Hill Walker** received the 2002 **CHADD Intervention of the Year Award** for his First Step to Success early intervention program. CHADD is the national organization for children and adults with attention-deficit hyperactivity disorder or ADHD; the award was presented at the annual CHADD national convention in Miami, Florida.

Banner Year for Research Awards

Ten years ago, virtually all external funding at the UO College of Education was received in the area of special education; currently, faculty members from all areas of COE are engaged in federally or state funded research and outreach activities. These awards represent national affirmation of the importance and impact of our work, recognizing and building on the results of long-term research programs conducted by COE faculty. The current awards serve new grade levels and a wider array of agencies (e.g., Head Start, secondary EBS, all K-3 teachers in the state of Oregon)—strengthening our ability to extend what we've learned into new populations. Following are highlights of recently awarded research and training grants.

BUILDING THE CAPACITY OF SCHOOLS AND COMMUNITY AGENCIES

Mike Bullis, Professor, Secondary Special Education and **Deanne Unruh**, Research Associate, will provide evaluation services for a **new contract under Project SUPPORT**, jointly administered by the Oregon Department of Education, the Oregon Youth Authority, and the UO College of Education. Project SUPPORT provides transition services to incarcerated youth identified with special education needs and/or mental disability as they exit a youth correctional facility, until the youth stabilize in a community. Bullis' earlier TRACS study found that youth eligible for special education services or those identified with disabilities were at risk for higher rate of return to corrections facilities than non-disabled youth. Poor transition success for youth offenders also includes low rates of competitive employment and education completion. This award extends Project SUPPORT activities with partner districts and corrections agencies statewide to four new educational agencies and school districts to study the transition service needs of these youth over time, to increase their success.

Senior Research Associate **Jeff Sprague** and Research Associate **Vicki Nishioka** of the Institute on Violence and Destructive Behavior (IVDB) will provide **evaluation and technical assistance services** to two educational agencies awarded major grants under the U.S. Safe Schools, Healthy Students national initiative. The Lane County ESD and Salem-Keizer Public Schools serve 30 Oregon school districts. The agencies will use the funding to create safer learning environments, reduce substance abuse and violent behavior, and provide mental health prevention and early intervention. IVDB researchers provide service to establish Safe Schools, Healthy Students projects in Springfield, Bethel, Eugene, Deschutes County, and East Portland schools representing 20 million dollars invested in improving school safety and student health. IVDB: <http://darkwing.uoregon.edu/~ivdb/>

Sprague will also direct the training and technical assistance of the **California Department of Education federal grant** to improve behavioral outcomes for students with disabilities. California seeks to expand its current school team applications of **BEST (Building Effective Schools Together)**. BEST is a standardized training program developed at the UO College of Education based on the Effective Behavioral Supports model. California schools have already begun to train district personnel in the positive school-wide discipline and management program; California will use the \$836,000 grant to build its capacity to take BEST to scale statewide.

International Influence of the College of Education

Dan Close Addresses International Forum

Associate Professor **Dan Close** was selected to address an international forum on the prevention of child abandonment in **Vladivostok, Russia**. On September 25th, Close presented successful models of development for services to children and families in Oregon and the United States to a consortium of international child welfare agencies. Representatives of the U.S. Agency for International Development (USAID), the Assistance to Russian Orphans (ARO) program, the Russian Federation Ministries, and other countries met in Vladivostok to consider the most successful child welfare models and review organizational and legal problems encountered in implementing family and child welfare services.

Nicaragua Considers Ages and Stages

Associate Professor **Jane Squires** travelled to **Managua, Nicaragua**, at the end of September to assist in a national project jointly sponsored by the World Health Organization, the Nicaraguan government, and the International Rehabilitation Foundation. The project will evaluate the effects of an infant nutrition program and explore the potential use of Ages and Stages Questionnaires (ASQ) for a national mother-infant education project. The Ages and Stages Questionnaire, developed by Squires and Professor Diane Bricker, monitors a child's progress every two to four months during the extraordinary period of growth that takes place between age four months and five years. The ASQ is currently in use nationally in 45 states and widely used outside the U.S., in Canada, Britain, France, Norway, Finland, and Australia, and with the Maori indigenous population of New Zealand.

Chile Consults with IVDB to Launch School Violence Prevention Programs

Jeff Sprague, Co-director of the college's Institute on Violence and Destructive Behavior (IVDB) travelled to **Chile** in early November to begin discussions with Chilean school and government officials about implementing a national model of youth violence prevention, including whole school positive behavior supports, alternative education, and family collaboration. The Chilean ministry of education will examine the institute's research on the prevention of violence and destructive behavior as well as disruptive conduct in schools.

"Marilyn Nippold—both an A-1 teacher and researcher—an excellent combination of skills."

- Charlene Boyles Clark '89, Ph.D. in CDS*

Nippold Receives ASHA Award

Marilyn Nippold, COE Professor of Communication Disorders and Sciences, will receive the Editor's Award from the American Speech-Language-Hearing Association (ASHA) for the outstanding article of the year. Nippold's article, "Idiom Understanding in Preadolescents: Synergy in Action," was published in the May 2001



issue of the American Journal of Speech-Language Pathology. It will receive the ASHA Editor's Award at the annual convention in November of 2002. Co-authored by Catherine Moran and Ilsa Schwarz, Nippold's research examined how typically developing

preadolescents gain an understanding of idioms. Their study showed that idiom understanding was closely associated with students' familiarity with the expressions, with their developing skills in reading and listening comprehension, and with their ability to infer meaning from context. It also showed that a sizeable proportion of students experience difficulty understanding the idioms they encounter on a daily basis, as when reading their books at school or listening to their teachers' lectures.

"The article offers guidelines for instruction in idiom understanding that can be carried out by speech-language pathologists working collaboratively with classroom teachers," says Nippold. "The instruction is based on research which indicates how the learning process takes place in preadolescents who are good comprehenders of idioms." For example, students are taught systematically how to gain meaning by attending closely to context clues in spoken and written language, to analyze the expressions for internal clues, to benefit from their own past exposure to idioms, and to begin to use newly-learned expressions in their own communi-

cation. This research project was completed while Nippold was on sabbatical as a Visiting Erskine Fellow at the University of Canterbury, in Christchurch, New Zealand.

The award for the idiom study "puts the icing on the cake" for another celebration. June marked the 20th year of Marilyn Nippold's tenure in Communication Disorders and Sciences at the University of Oregon. An ASHA Fellow, her teaching and research interests include school-age language development and disorders, literacy, and stuttering. She has published two books and more than 65 articles and chapters, and has made over 100 presentations at state, national, or international conferences. In addition to teaching, Nippold is a co-principal investigator on a longitudinal study examining specific language impairment in children and adolescents, funded by the National Institutes of Health (NIH). This is a collaborative project with professors from five other universities around the country. She is also working with Professor Helen Neville in the UO Psychology Department on another NIH project designed to examine language development and brain organization in typically developing children and in those with specific language impairment, ages six to eight years old.

This fall, Marilyn Nippold was appointed Area Head of Speech, Language, and Hearing Sciences at the COE. In addition to her new administrative duties, she is pursuing several research projects in later language development, including studies of persuasive writing, verbal reasoning, expository discourse, idiom comprehension, and literacy habits in school-age children and adolescents. Nippold's research serves as the foundation for understanding the protracted course of normal language development and for recognizing the difficulties that some students experience in reaching critical linguistic milestones.

**Charlene Boyles Clark '89 received her doctorate in the CDS program and then focused on language and autism research as a faculty member in the Child Development and Rehabilitation Clinic at Oregon Health Sciences University. As part of the clinic's diagnostic team, she worked with infants and children to age two; as a practitioner she worked in schools and with orthodontists. Clark retired in 1996 but continues to be involved in speech pathology and communications in the Portland area, volunteering in English for Speakers of Other Languages (ESOL) programs and OASIS, helping young children read, write, and converse.*

The goal of the CDS program is to develop professionals who are prepared to make significant contributions as speech-language pathologists and audiologists.

Continued from page 3:  *Banner Year*

Educational and Community Supports (ECS) Research Associates **Tary Tobin** and **Teri Palmer** received a **Field Initiated Research award** from the U.S. Department of Education Office of Special Education Programs (OSEP) to investigate implementation and sustainability issues in school-wide behavior support systems. <http://www.uoecs.org/>

Assistant Professor **Brigid Flannery**, Professor **George Sugai**, and Senior Research Associate **Jeff Sprague** received an OSEP **model demonstration project award** to investigate school-wide behavior support at high school level. ECS will work with four Oregon high schools over three years to study positive behavior support in adolescence.

PREPARING TO WORK MORE EFFECTIVELY WITH A RANGE OF LEARNERS

Standardized testing systems have had few empirically based guidelines for determining participation by students with disability. Professor **Gerald Tindal** and researchers in **Behavioral Research and Teaching (BRT)** received **three federal awards** to research and develop assessment modifications for standardized testing. Projects MAP and Stepping Stones will develop protocols identifying the range of accommodations large-scale assessments may address. Project Guide is a personnel preparation grant to increase the number of qualified special education teachers to integrate curriculum-based measurement (CBM) with direct instruction content in teaching children from diverse backgrounds. <http://brt.uoregon.edu>

Professor **Diane Bricker**, Associate Professor **Jane Squires** and COE's **Early Intervention (EINT)** program have been **awarded four federal grants** to begin in fall, 2002. Two training grants will support tuition for EINT graduate students. A third grant from the Administration for Children and Families in the U.S. Department of Health and Human Services is an Early Head Start-University Research Partnership. EINT faculty and four other universities will study the impact of infant mental health interventions on Early Head Start infants and toddlers and their families. A fourth award by the federal Office of Special Education Programs will support research by EINT faculty related to infant/toddler mental health.

Pat Rounds, Teacher Education, is the project director for a new **million-dollar grant** by the U.S. Department of Education Office of Indian Education to a consortia of nine federally recognized tribes of Oregon and the COE's Area of Teacher Education. Funded by the federal Department of Education's Indian Professional Development Program, the three-year award to the Sapsik^walá (Teacher) Program will support a comprehensive teacher education program to recruit, train, and mentor American Indian teachers serving American Indian communities. <http://education.uoregon.edu/sapsikwala>

Professor **Edward Kame'enui** and Associate Professor **Deborah Simmons** of the **Institute for the Development of Educational Achievement (IDEA)** were the primary writers for the Oregon Department of Education's federally funded Reading First professional development grant. They will direct the Reading First Center to design and deliver a six-year professional development series to all K-3 teachers in Reading First Schools and all K-12 special education staff throughout Oregon. IDEA website: <http://idea.uoregon.edu/>

Assistant Professor **David Chard** and Eugene Research Institute investigator Scott Baker received a federal Office of Educational Research and Improvement (OERI) **research award** to investigate instructional approaches for teaching reading comprehension and vocabulary in first grade.

Alumni: Staying in Touch

Arnold Mark Christiansen '84, is a licensed Marriage and Family therapist in Santa Monica and also serves as rehabilitation counselor at Santa Monica College.

Roger A. Hill recently retired as assistant superintendent of instruction from Santa Maria Joint Union High School District. After graduating from the UO in 1965, he intended to teach one year in California, then move back to Oregon. He worked for the Santa Maria schools 37 years!

Kaye LeFrancq '71, received a Distinguished Service Award from Selco Credit Union. LeFrancq, a retired teacher from Eugene, has volunteered with the credit union for more than 20 years and currently serves as president of Selco's Board of Directors. In that role, she has been a national advocate for credit unions. Kaye also serves on the COE Dean's Advancement Council.

Karen Young Watts '69, '72, works with students in first through sixth grades as a Lake Oswego School District Foundation teacher. Her mother, **Doris Stein Young** '43, has volunteered at the grade school for eight years working with third grade students in reading.

IN MEMORIAM:

Donald L. Johnson (Whitehawk) '73, '76, Rehabilitation, Counseling Psychology. Focusing his career on rehabilitation services, Johnson pioneered access for Native American Veterans to all VA services and in particular for treatment of post-traumatic stress syndrome. His widow, **Ellen Johnson** '73, is a counselor on Bainbridge Island, WA.

We invite you...

to send alumni news about yourself or your colleagues to:

Megan McGrath

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Martin J Kaufman

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Why CDS?



John Sloan
'96, Psychology
Post-Baccalaureate
CDS Student

"One year after my graduation, my father suffered a stroke. The impact a stroke has on patient and family is stunning. My father was paralyzed on the right side immediately

and then regained some speech a month later. He works with a speech pathologist. While he's regained quite a lot of verbal fluency, there are still some difficulties for him. The critical influence of the clinical treatment of his condition left a strong impression on me."

A loan officer for Selco Credit Union as well as a husband and father with a second child on the way, John Sloan, 28, has radically altered his career path because of that impression. Sloan determined by taking a career assessment test that his aptitudes and interests fit the clinical field of speech pathology. CDS program advisor Kathy Roberts encouraged him to plan his master's degree studies in Communication Disorders and Sciences.

"Five years ago, I wouldn't have considered going back to school. But I thought hard about what I will be showing my son Silas as he is growing up. I wanted to model the feeling of being engaged in work I am deeply interested in. I didn't want him to think I was stuck in something, but that I'd adjusted the family plan to pursue my strengths in a way that was focused and responsible.

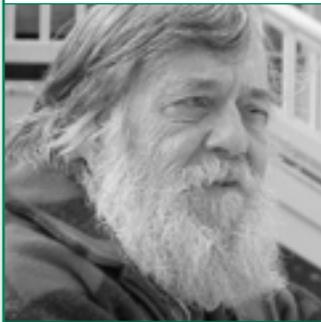
"I love what I'm doing! I have to plan ahead more to meet all the objectives: continuing to work to support the family, mastering the material I'm learning in the program, and spending time with my preschooler. But more responsibilities on your plate keeps you focused," says Sloan.

Continued from page 1

Mckay Sohlberg's course in Cognitive Rehabilitation was eye opening for me as an undergraduate," says CDS master's student Heather Mackey, who received the Christensen Award for Clinical Excellence as a first-year graduate student and is currently the UO Student Representative to the Oregon Speech-Language-Hearing Association (OSHA).

"McKay's current research addresses brain injured adults, and I had not considered how broad these needs might be, or how meaningful helping adults work through rehabilitation could be. The potential to help adults is really striking when you look at how many brain injuries people sustain—in auto accidents, in the workplace—there are stroke victims, Alzheimer's patients, brain injuries that result from tumors.

"Our program gives us strong clinical experiences, and we get them even as undergraduates. For example, I met Dick Pickering in my undergraduate clinical experience," says Mackey. "I admire how dedicated he is to doing his homework. The advances he's made are truly inspiring. Working with such adults has become a strong, strong interest for me." 🍵



University of Oregon Art Professor Emeritus Richard "Dick" Pickering survived the 1989 removal of a massive brain tumor and three weeks in a coma from hemorrhage in the brain. After three subsequent operations, Pickering, an assistant department head and father of a young family, endured the daily strain to do things he'd once taken for granted. He is now participating in research to determine if the use of e-mail can aid persons struggling with communication disorders.

UO ART PROFESSOR EMERITUS RICHARD PICKERING

"I love what I'm learning through McKay's research. I'm not just learning about the e-mail or the internet; the computer keeps making me think of other things I have the desire to do—for instance, a scale drawing of this piece I'm building. I was an assistant department head in art, I taught ceramics; now I do sculpture, because I don't have a wheel or a kiln. At first I didn't have my table saw or drill press, either, because they told me at the 'stroke folk' meetings at Sacred Heart on the 4th floor that I couldn't use those tools until I did more homework.

"I have a class with homework, one hour on that part of computer work per day. I would probably spend much more time—but I also like the limitation. Since I don't really understand all the parts, I'd just be working away on the stuff I think is important, when maybe I've missed the boat," says Pickering. "I see I'm helping show how long it really takes to learn by letting the teacher control the way we do things. It's my contribution.

"It's depressing not to be able to do what I had been doing, yet it is an incredible opportunity to go through life all over again. I mean I mentally went back to preschool and kindergarten. I've been repeating my education. I went from having to relearn how to walk, to learn to speak—which was almost impossible for me at first—to doing an increasing amount of homework to increase my thinking. I used to think when I was assistant department head, I have all this work to do; now I realize I GET to do things and I'm grateful for the opportunity."

CDS website: <http://education.uoregon.edu/cds>

CDS Alumni in the Field

JOHN TRACY, PH.D. '83, SPEECH PATHOLOGY

Scope of duties: *Outpatient Neuromuscular Rehabilitation Program Manager, Salem Hospital. Services in this program are provided by speech-language pathologists, physical therapists, occupational therapists, clinical/rehabilitation psychologists, and medical social workers—21 staff members. John Tracy's position also includes clinical speech language pathology; he is developing hospital communication disorders services in Dallas, OR.*

Recent academic work: *Health Care Administration at Concordia University, 1994. Currently enrolled in Portland State University's Health Administration and Policy Master's of Public Health Program.*

Professional service: *Legislative advocate for the Oregon Speech-Language and Hearing Association. During the last legislative session Tracy was part of a small team that worked to ensure passage of a bill to regulate and certify speech-language pathology assistants. Tracy and others served as ad hoc advisors to the Oregon Board of Examiners in Speech-Language Pathology and Audiology to advise them on the development of the administrative rules for implementation of the certification statute.*

The population we serve in Salem Hospital ranges from birth to death.

We provide specialized services for infants, children, adolescents, adults, and the elderly with any type of neurological disorder resulting in a disability, and adults with chronic pain. The program also includes therapists who specialize in balance/vertigo disorders, amputations, female stress incontinence, head injury, arthritis, and post polio syndrome.

"As a rehabilitation program manager I am responsible for compliance with all applicable regulations from a variety of agencies affecting hospital policies, budget development and implementation, staff training, marketing, and customer and payer relations.

"This work is challenging, especially as the dollars for medical care keep shrinking. I continually must work with my staff, payers, and patients and their families as an advocate for rehabilitation care with a focus on access for all. Also, my leadership team and staff strive to maintain an environment that exudes safety and caring, while motivating patients to reach as high as they can to achieve independence. One focus is to create services of the highest value to our patients, constantly working to keep costs down while improving the quality of the care.

"One of my strong motivations for pursuing the doctoral degree at the UO College of Education was to attain the research skills and advanced training in CDS so that I could make a greater contribution to the field.

"This field has a strong research base upon which many of our practices have been built, and I wanted to be a part of a profession that has a high degree of credibility. The profession also offers a lot of opportunities. This field allows one to integrate various theories of learning and development that drive practice for the best outcomes across all types of communication disorders. This was one of the things that became very clear to me through my UO training.

"As a CDS graduate student at Oregon, I designed my own program to include courses in reading in other areas of the college and research in Health Education. This prepared me to interact with a broad range of professionals in the medical, educational, and special education field including speech-language pathology.



**CHERYL RASMUSSEN
MCGINNIS '80**

After earning her undergraduate degree in the Communication Disorders and Sciences program at the UO, Cheryl McGinnis taught in Madras for three years before earning an

MBA. She is now the executive director of the American Tinnitus Association (ATA) in Portland.

Says McGinnis, "Tinnitus is identified as constant ringing, hissing, or other distressing noises that people hear in their ears or heads. In the more than 50 million people who experience tinnitus, 10-12 million are significantly affected, and two million of these are so severely affected that their lifestyles are significantly changed."

"Treatments for tinnitus offer relief although there is no cure at this time. The American Tinnitus Association funds needed research to find a cure. We provide a professional resource directory, guidelines for discussing the condition with primary care physicians, and information about treatment strategies such as masking, hearing aids, cognitive behavior therapy, biofeedback, and sound therapy which helps people learn to habituate to a sound so it is less intrusive," says McGinnis.

ATA also provides outreach to schools and communities. In Oregon, ATA is working with the Oregon Museum of Science and Industry (OMSI) and OHSU's Oregon Hearing Research Center to create an educational presentation of dangerous decibel levels, an interactive museum exhibit displays, and a public health research program. The association also provides an advocacy program and supports 43 self-help groups across the country.

"What I like most about working for ATA is knowing our work positively affects people throughout the country as we advocate for public policies addressing tinnitus, let people know there is help and support, and fund research to silence tinnitus."

ATA website: www.ata.org

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New Members Welcomed to Board

Linda K. Smith, principal of W.F. West High School in Chehalis, WA, has been elected president of the COEAA board for 2002-03. Linda received her M.S. in Special Education in '70 and her Ph.D. in Curriculum and Supervision in '82. Before moving to Chehalis, she served as a special education teacher in Coos Bay and Honolulu and as a principal in West Linn. An avid supporter of the UO, Linda has also served on the UOAA board.

New members join the 2002 roster:

- **Catherine Kleinke Alden** '70, '74 of Albany will represent Santiam region. Alden retired this spring; she served as principal of Corvallis High School.
- **Doug Dougherty** '92, superintendent of Seaside School District will represent the Coastal Region.
- **Suzanne Cusick** '92, assistant superintendent of the Hillsboro School District, will represent the Northwest region.

The COE alumni board is responsible for a number of outreach activities including the very successful regional awards program that honors individuals and organizations who have made a difference in education and their communities. The board sponsors award events in eight regions throughout the state and also acknowledges one group of awardees from outside the state.

Focusing on six categories, the College of Education Alumni Association presents awards annually to nominees in the eight regions of Oregon as well as one award in each category to nominees from outside the state.

Volunteer Opportunities

The College of Education appreciates the ongoing feedback and support of alumni. There are a number of ways for alumni of all ages and interests to be involved. Opportunities include the Dean's Advancement Council, the College of Education Alumni Association, alumni representatives of school districts, and community liaisons.

If you or someone you know is interested in participating in the outreach efforts of the College of Education, please contact Andrea Wiggins for more information: (541) 346-1568 or awiggins@oregon.uoregon.edu

Nominate Someone! Regional Awards 2003

Volunteers, parents, business people—many unsung heroes have made communities and schools a better place. If you know someone who deserves recognition, please take time to nominate them for a COEAA award.

FRIEND OF EDUCATION: *Recognizing local government officials, legislators, or agencies for their significant impact on the local school district or the educational system in general.*

COMMUNITY AWARD: *Presented to a parent, community member, or organization for their contributions to improve the quality of life in the community and/or the educational climate.*

BUSINESS/EDUCATION PARTNERSHIP: *Acknowledging contributions of time, expertise, financial support, or volunteer efforts by businesses.*

EDUCATIONAL EXCELLENCE: *Recognizing professionals within the educational community whose contributions have made significant impact on students, instructional programs, assessment, and/or delivery.*

STUDENT ACHIEVEMENT: *Acknowledging significant achievements, service to school/community, or contributions to society by a student or student group.*

DISTINGUISHED ALUMNUS: *Recognizing graduate or licensure recipients for their significant impact on education through innovative programs, leadership, and/or community service.*

Except for Distinguished Alumnus awardees, recipients within regional award categories do not need to be UO graduates.

Outstanding Alumnus Award

Each year one Outstanding Alumnus or Alumna is recognized by the College of Education for exceptional contributions to education or other fields. The honored recipient is invited to campus to speak to College of Education graduates at the June commencement ceremony. Nominees must have obtained at least one degree or licensure from the University of Oregon College of Education.

Nomination forms are now available online. See the COE website: <http://education.uoregon.edu> For more information call Megan McGrath at (541) 346-5943 or e-mail mmcgrath@darkwing.uoregon.edu

more alumni in the field ...

SUSAN SPENCER GINLEY '83 BA, '85 MA

I appreciated my experience in the CDS program at the University of Oregon because the program was embedded within the College of Education and much of the instruction included process and theory from across the college. I had access to experts in special education and counseling. This guided me in developing a holistic approach to therapy and the skills required in collaboration across disciplines to coordinate therapeutic approaches. I also learned to master effective techniques in counseling—which is crucial in working with trauma and other extreme difficulties.”

Ginley's undergraduate degree focused on speech and audiology, while her master's program emphasized speech pathology. After graduation, she worked as a clinical fellow in the Veterans' Hospital Rehabilitation Center in conjunction with Oregon Health Sciences University.

“Counseling has truly been a big part of my work in speech pathology, from the beginning. At the VA, I worked with extreme cases, men who had had laryngectomies, who had had jaws and tongues removed. In this work, the patients revealed very private sides of their lives and emotions as they grappled with the challenges in rehabilitation.”

When Ginley went on to work for Providence Health Systems as a speech pathologist, she coordinated work with other speech pathologists and a team of rehabilitation clinicians, medical staff, and psychologists. On a daily basis, she worked with cases involving stroke, brain trauma, neurological diseases such as ALS and MS, and spinal cord injury.

“Most of these clients or patients were in shock—newly diagnosed. The acute emotional trauma they experienced was as significant as the physical conditions they were coming to terms with. These experiences confirmed the importance of a solid foundation in counseling for clinicians, and informed my work later in preparing students to be effective in tough clinical settings.”

During her 15 years in The Sisters of Providence Health system, Ginley was one of the few speech pathologists who consistently took on practicum students. She placed high importance on teaching speech pathology interns how to work both with the demands of rehabilitation, and the professional skills of collaborating in a team. Currently Ginley is a clinical instructor/supervisor in Portland State's Speech-Hearing Sciences program.

Continued from page 9

“Thanks to the vision for the future of my mentors at the COE, I was working on the literacy question in relation to verbal language development well before it became popular.

“Ned Christensen always provided an intellectual, yet realistic viewpoint. My advisor Ann Palmer Curtis taught me to love learning, language, and academic discipline. Mildred Robeck



was my cheerleader in the reading area and taught me the clinical/ educational perspective on children with reading disabilities. Lorraine Davis made statistics and research real and exciting, and taught me high standards as a teacher. I was fortunate to interact with Hill Walker, Dean Inman, and Bob Schwarz. I also count myself a far better clinician, educator, and manager from the course I had from Wes Becker.

“The experience of learning from a diversity of instructors across disciplines and across the campus provided me many opportunities to learn from them as teachers and mentors. Coupled with my research and further depth in clinical training, my preparation in the UO program fostered my maturation as a collaborator in developing service delivery programs and problem solving with professionals in various therapy disciplines, and with physicians. The type of training I received in the college has been invaluable to me in continually reaching for the next step toward excellence in rehabilitation services.

- John Tracy '83

We invite you...

to contribute to Communication Disorders and Sciences programs by supporting any of the following funds:

Beebe Speech Language Hearing Fund supports COE Speech, Language, Hearing programs and the Speech-Language-Hearing Center equipment and materials.

Ned Christensen Award for Scholarship and Clinical Excellence supports students based on scholarship and clinical experience.

Hedco Endowed Professorship in Communication Disorders and Sciences fosters, promotes, and assists in the retention and recruitment of high quality faculty.

Kasey Elizabeth Lindeleaf Memorial Scholarship supports CDS graduate students with potential to make significant contributions to the field of speech-language pathology, focusing on programs for young children.

For more about how your gifts can impact the CDS program, contact Andrea Wiggins: (541) 346-1568, awiggins@oregon.uoregon.edu. Contributions should designate the fund by name and be made in care of the UO Foundation:

UO Foundation
PO Box 3346
Eugene OR 97403-0346

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Staff

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Dean

Diane Bricker
Associate Dean

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You Matter to Education



You may have already gotten a call . . .

from a UO student or received a request in the mail to support the University of Oregon Annual Giving Program. Does your response matter? You bet it does.

An alumni board member recently noted that we live in both frightening and exhilarating times: change in society keeps us in continual flux—nothing can be taken for granted. Individuals are responsible to keep learning, and institutions of higher education have a high charge to continue providing the educational opportunities for students preparing to meet the future.

*As an alumnus, you are a critical partner in the College of Education's ability to prepare the next generation of educators and clinicians. The honor roll in this edition of **Education Matters** is presented in thanks to all those generous people who supported the College of Education last year. By supporting those learning to teach and become educational specialists, these contributors have made an impact for generations to come.*

Will you please support us this year? We don't ask for your support lightly—it is crucial. The state of Oregon supports only 18% of the university's budget. Another 40% comes from tuition. The remainder comes from sources such as private donations.

So please, when you get that call or receive that request for the Annual Giving Program this year, support the UO College of Education. We cannot do our job without you!

Thank you for your consideration,

Andrea N. Wiggins
Director of External Affairs & Development



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