



## **2018 Rolland J. Van Hattum Award for Contribution in the Schools**

**Nomination Deadline: April 13, 2018**

### **About**

The Rolland J. Van Hattum Award for Contribution in the Schools recognizes an individual's exemplary commitment and contribution to the delivery of audiology and/or speech-language pathology services within a school setting.

The Van Hattum Award is a memorial recognition of Rolland J. Van Hattum, who had a long and distinguished career providing audiology and speech-language pathology services and support in the schools. He believed strongly in the dedication and professionalism of his colleagues in the schools and, until his death in 1987, continued to advocate for the support and recognition of their achievements.

The recipient receives a plaque and an award of \$1,500. In addition, the recipient's school system will receive \$500 to further the awarded work. The recipient will be announced and honored at the annual ASHA Convention.

### **Criteria for Selection**

Eligible activities or achievements include, but are not be limited to:

- The conduct of exemplary clinical services, supervision, or research in a school setting.
- The development of an innovative program (e.g., clinical, training) in a school setting, with an emphasis on those that are replicable.
- The promotion or enhancement of public or private support for audiology and/or speech-language pathology services in the schools.

The following specific eligibility criteria should be addressed in the nomination:

- The nominee must be an audiologist or speech-language pathologist employed by a school system (e.g., serving pre-K through high school setting). Excludes individual or agency contractors.
- The contribution for which the individual is nominated must have been made within a school system.
- The nominee's commitment to the delivery of services in the schools must be evidenced by a specific activity or achievement, or a series of related integrated activities resulting in the achievement of a common goal.
- The contribution of the nominee must make a direct, observable, and demonstrable impact.

- The nominee's commitment and contribution to the delivery of services in the schools must be clearly identified as outstanding (e.g., innovative; creative in use of resources; collaborative).

A list of Van Hattum Award recipients for the last five years is provided as an appendix to this document. Information about all previous recipients is available at <https://ashfoundation.org/Apply/Rolland-Van-Hattum-Award-for-Contribution-in-the-Schools-Recipients/>.

## **Nomination Requirements**

Nominators must complete the online Nomination and Summary Form and upload the Nomination Document. Absence of required information will automatically exclude any potential candidate from consideration.

### **1. Nomination and Summary Form** (online)

Nominators are asked to provide the following information:

- Nominee's contact information
- Nominator's contact information
- Summary Statement:** In three sentences or fewer, state why this individual was nominated, highlighting the specific achievement.

### **2. Nomination Document** (one PDF file, limit 10 pages)

The following required components should be compiled sequentially into one PDF file for submission.

- Nomination Narrative** (addressed to "Review Panel"). Provide a brief biographical introduction to the nominee, summarizing educational and career activities.
- Specific Contribution:** Describe the nominee's contribution to the advancement of audiology and/or speech-language pathology service delivery in the school setting. Address the following specific areas, *using these statements as narrative headers*.
  - The nature of the individual's contribution (i.e., primary contribution and related achievements).
  - The way in which the individual's contribution is outstanding and unique.
  - The direct impact (both short term and long term) and significance of the contribution.
  - The target population served by the activity or achievement.
- Case for Support:** Provide evidence of support for the nomination through letters, statements, or a combination of both. These testimonial documents should be from audiologists, speech-language pathologists, or related

professionals and, where appropriate, from a recipient of services (or family member of individual served).

### **Format**

All sections of the Nomination Document must be uploaded as **ONE** PDF file. Selected font should be 12 point and uncondensed, and margins should be at least 1 inch. The Nomination Document should be single-spaced and no more than 10 pages. Any page(s) exceeding the limitation will be removed before circulation to the Review Panel.

### **Submission Procedures**

Nominations will be accepted between now and 11:59 p.m. ET on April 13, 2018. In order to submit a nomination for this award, complete the online Nomination and Summary Form and upload your prepared Nomination Document (one PDF file).

No extensions will be granted beyond the April 13 deadline. Confirmation that your submission has been received will be sent by e-mail.

Please direct questions to the ASHFoundation at [foundationprograms@asha.org](mailto:foundationprograms@asha.org) or 301-296-8703.

## American Speech-Language-Hearing Foundation

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#### APPENDIX

The Van Hattum Award recipients for the last five years are shown below along with a brief description of their recognized service. For more detailed information and for the names of all Van Hattum Award recipients back to inception of the program in 1992, please visit <https://ashfoundation.org/Apply/Rolland-Van-Hattum-Award-for-Contribution-in-the-Schools-Recipients/>.

<i>Award Year</i>	<i>Recipient &amp; School System</i>	<i>Recognized Service</i>
<b>2017</b>	<b>Marilyn Sandler</b> Chicago Public Schools Chicago, Illinois	For leading the effort to build a multi-sensory environment room, called a Snoezelen Room, where students with special needs can receive supportive education and therapy services. She raised funds, designed the space and selected equipment for the Courtenay School facility that serves more than 100 students and the school's speech-language pathologists, occupational therapists and special education teachers.
<b>2016</b>	<b>Kamela Rowland</b> Little Rock School District Little Rock, Arkansas	For developing and implementing interventions to serve high school students with Autism Spectrum Disorders and Written Expression deficits. Specifically, she has applied her comparative analyses studies to develop a Peer Buddy Program to encourage her students to interact with their peers during school-related activities. Her programs incorporate a student-driven Social Stories method to address code-switching and executive functioning.
<b>2015</b>	<b>Carol Fleming</b> Little Rock School District Little Rock, Arkansas	For developing a web-based resource called The Speech Pathology Resource Guide, to assist educational speech-language pathologists with documentation of therapy and compliance requirements, helping to increase efficiency, productivity, compliance, and reimbursement for students receiving services for communication disorders.
<b>2014</b>	<b>Bridget Seals</b> Jefferson Parish Public School System Harvey, Louisiana	For creating a unique and replicable service delivery program, the Communication and Broadcast Program (CAB) for special needs students in a high school setting. This interactive and functional language communication training program, implemented over the past decade, incorporates a multi-media approach utilizing a television news broadcast format with lessons directed by speech-language pathologists and driven by students.

<i>Award Year</i>	<i>Recipient &amp; School System</i>	<i>Recognized Service</i>
<b>2013</b>	<b>Nina Reeves</b> Frisco Independent School District McKinney, Texas	For unique contributions serving Dallas-Ft. Worth area school districts to improve the treatment of children with fluency disorders within the school setting. The approach, based on incorporating a fluency specialist position, integrates expert clinical service with program development, staff education, and systematic support for families.