EDUCATIONALLY RELEVANT ASSESSMENT, INTERVENTION AND SERVICE DELIVERY GOSSLP

by

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Disclosures

Why Educationally Relevant?

- IDEA says we (related service providers/special education) are here to help kids succeed in general education curriculum!

Educational vs Medical/Private

Know the General Education Expectations

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx

More than just English Language Arts

- Math
- Social Studies
- Science
- Health
- English Language Arts

Pre-Assessment

- Responsiveness to Instruction
- Assistance Teams
- Universal Screening
- Progress Monitoring
- Interventions in Classrooms
- Interventions in pull-out
  - Artic Lab approach………………..

Some ?s to Answer through Assessment

- What does the student need to access, participate in and make progress in the general education curriculum?

- What supports this student's academic and functional performance?

- What limits the students academic and functional performance?

- NOT "Does the student need SLP services?"

Operational Definitions

- Testing
  - Interacting with students during the process of administering tests, collecting information and assessing student performance data.

Definitions continued

- ▣ Assessment
  - ▪ Gathering data for the purpose of making a decision

Definitions continued

- Evaluation
  - Using information/data and professional judgment to make a decision. Evaluation is inclusive of testing and assessment procedures, and provides answers to the assessment question as well as recommendations for meeting the student's needs.

Testing Technician versus Diagnostic Investigator

What to do?

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent (300.304(b)(1))

- Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child (300.34(b)(2))

What to do continued

- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors(304(b)(3))

Cognitive referencing (what not to do)

- The simple comparison of IQ scores to performance
- Commensurate scores X X X

Why do we do assessments Idealistically?

To learn more about students!

Why do we do assessments practically?

- To determine:
  - A disability
  - Negative impact on academic achievement or functional performance
  - The need for specially designed, individualized instruction

Some assessments you use

??? ??? ??

What things can we do?

- Observations
- Language samples
- Fluency counts
- Pragmatic check lists
- Vocational assessments
- Classroom writing samples
- Classroom benchmark testing
- End of course/ end of grade
- Standard assessments
- What do you use?????

A variety of assessment tools

- Observations
- Teacher made tests
- Interventions (RtI)
- Benchmark testing
- Probes
- Check lists
- Standard instruments

Pitfalls of standard testing

- It is often not educationally relevant
- Inconsistent in what constitutes a disability
- Sensitivity
- Specificity
  - Tammie Spaulding
- Takes time to administer

Delving deeper into pitfalls

- Intended as a binary decision disability or not
- There IS a correlation between poor scores and prognosis
- Control groups for reliability and validity may not include the child's population or any language impaired children 36 or 45 examined by Spaulding did, (intellectual disability)
- May not include cut off scores for severity rating , mild, moderate, severe (if you are looking for that)

Discussing Sensitivity and Specificity

- Does the test examine what it says it does?
- How well does it examine that?
- All this information is found in the examiners manual
- What else that the items supposedly do not test do they actually test in a non-standard way?
- What else does a subtest REALLY test?
- What biases does any given test have? (WISC old)

Table 2. Summary of score differences for language-impaired and normative or control groups.

- <1 Standard Deviation
- ALL
- CASL
- CREVT-2
- DELV
- EVT
- FLT-AT
- PPVT 3
- TOLD-I3
- UTLD-4

Table 2. Summary of score differences for language-impaired and normative or control groups.

- Between 1 and 1.5 SD difference
- BLT-2
- BOEHM-3
- CELF-P
- LPT-R
- OWLS
- PLAAI-2
- TACL-3
- TELD-3
- TOLD-P#
- TOPS-R
- TOSS-P
- TOWK
- TOWL-3
- TLT-R

Table 2. Summary of score differences for language-impaired and normative or control groups.

- >1.5 SD difference
- CELF-4 and 5
- ELT
- OWLS-WE
- PLS-4
- TEGI
- THT
- TLC-E
- TNL
- TWT-A
- TWT-R

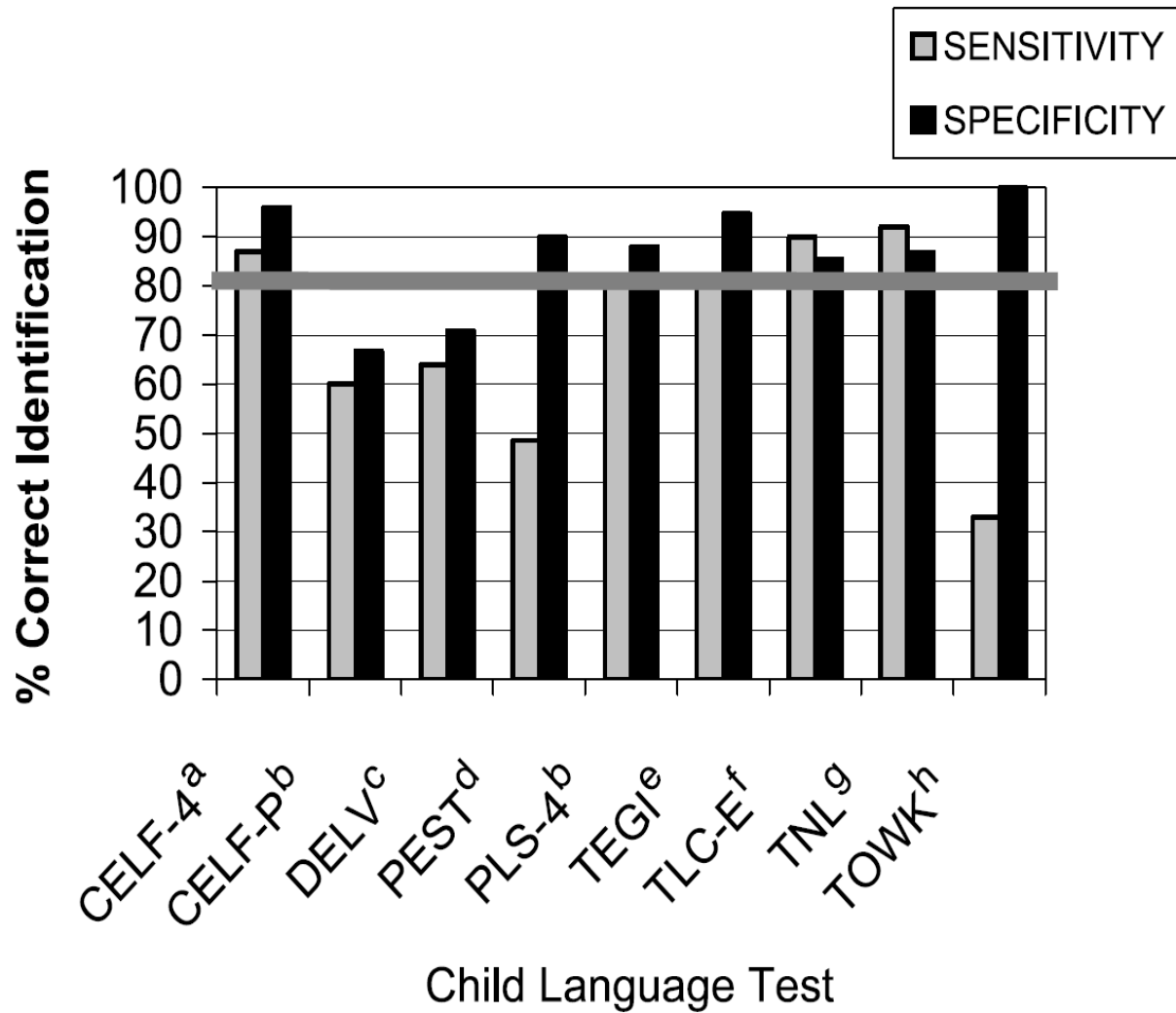**Table 4.** Identification accuracy for currently available tests.

| Test | Identification accuracy | | Cutoff score[c] (standard score) |
	Sensitivity[a]	Specificity[b]	
CELF-4	87%	96%	70
CELF-P	60%	67%	85
CELF-P[d]	80%	89%	96
DELV[e]	64%	71%	
EVT[f]	71%	68%	97
EOWPVT[f]	71%	71%	96
PEST	49%	90%	
PEST[g]	90%	95%	59.95
PLS-4	80%	88%	85
PPVT-3[f]	74%	71%	104
TEGI[h]	81%	95%	
ROWPVT[f]	77%	77%	97
SPELT-3[i]	90%	100%	95
SPELT-P[d]	83%	95%	79.15
TEEM[g]	90%	95%	75
TLC-E	90%	86%	n/a

Some examples of Classroom Assessments

- Benchmark tests
- Teacher made probes
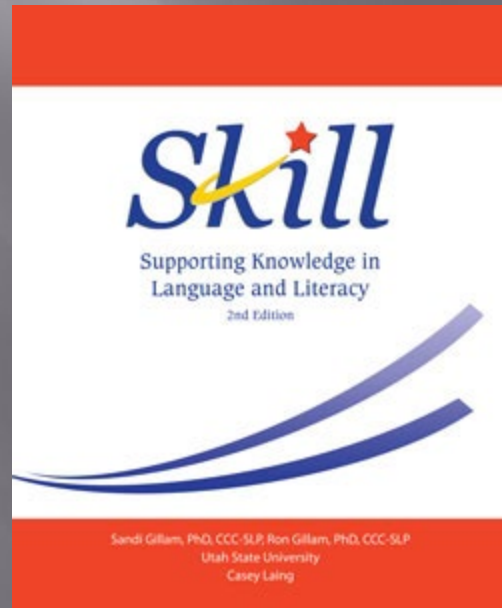- Samples of writing
- Recorded language samples

Narrative Analysis

- Doug Peterson, University of Wyoming

Language Sampling

SLAM Cards
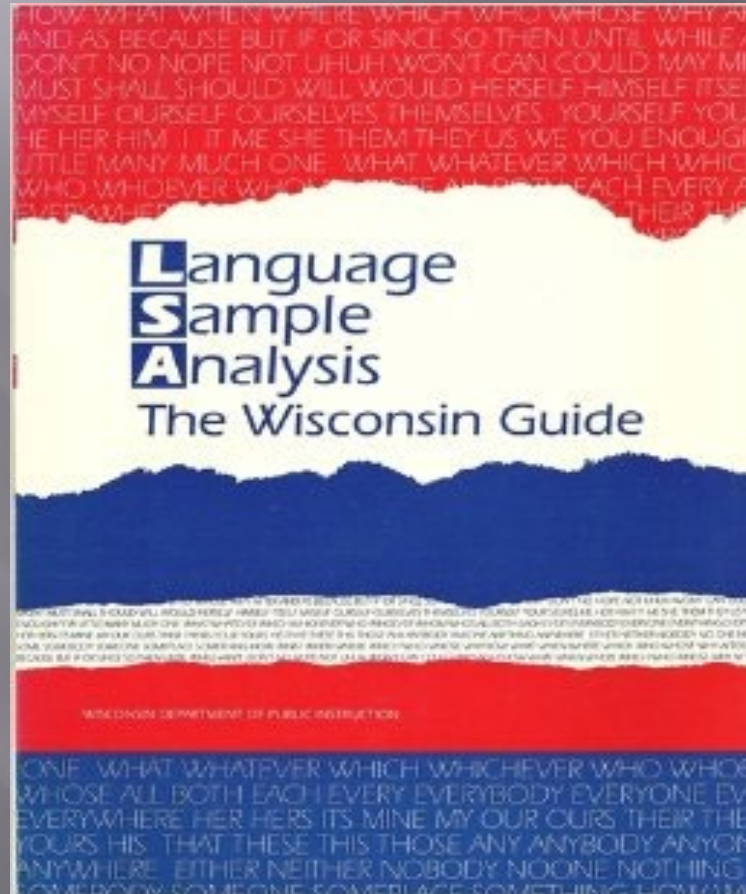
- Developed by Cate Crowley, Ph.D, CCC-SLP
- Use for story generation and retells
  - Baseball (Secondary)
  - Lost Cellphone (Secondary)
  - Bunny (Pre-K and Elementary)
  - Dog Comes Home (Pre-K and Elementary)
- Visit www.leadersproject.org

Narrative Analysis for Picture Prompted Stories

- Free online form

- Designed for use with SLAM cards and other stimuli

- Document functioning, context and supports required

- www.leadersproject.org

Language Tools and Techniques

- Pavelko, S. L. & Owens, R. E. (2017). Sampling Utterances and Grammatical Analysis Revised (SUGAR): New Normative Values for Language Sample Analysis Measures. *Lang Speech Hear Serv Sch*, 48(3), 197-215

- Narratives and SUGAR : Free video modules on Virginia SLP website

Articulation Tools

- Powell, T. W., & Miccio, A. W. (1996). Stimulability: A useful clinical tool. *Journal of Communication Disorders, 29,* 237-253.
- Miccio probe and cards
- ASHA Practice Portal links and resources

Dynamic Assessment Tools

- Dynamic Assessment tools include:
  - www.languagedynamicsgroup.com Story Champs and PEARL products
  - Bilinguistics Dynamic Assessment Protocol (PDF online)
  - ASHA Practice Portal resources
  - Gutieérrez-Clellen, V. F. & Penña, E. (2001). Dynamic Assessment of Diverse Children A Tutorial.
  - Petersen et.al. (2017). Dynamic Assessment of Narratives: Efficient, Accurate Identification of Language Impairment in Bilingual Students.

The Impact of Poverty

- [Increasing Oral And Literate Language Skills Of Children In Poverty](#) (DVD from ASHA)
- [Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It](#) by Eric Jensen
- Beginning with Babble (Free app for caregivers to stimulate language) [www.leapempowers.org](#)
- Works by Ruby Payne on the language of poverty

Language Variation and Dialect

- Understanding English Language Variation in U.S. Schools and other work in language variation and dialect by Ann Charity Hudley

- Oetting, J. B., Gregory, K. D., & Rivière, A. M. (2016). Changing How Speech-Language Pathologists Think and Talk About Dialect Variation. *Perspect ASHA SIGs, 1* (SIG 16), 28–37.

Dynamic Assessment

- Gutieérrez-Clellen, V. F. & Penña, E. (2001). Dynamic Assessment of Diverse Children A Tutorial. Lang Speech Hear Serv Sch, 32(4), 212-224

- Petersen, D. B., Chanthongthip, H., Ukrainetz, T. A., Spencer, T. D., & Steeve, R. W. (2017). Dynamic Assessment of Narratives: Efficient, Accurate Identification of Language Impairment in Bilingual Students. *J Speech Lang Hear Res*, 60(4), 983-998

Access Online Tools and Resources to Strengthen Evaluation Practices

- ▫ Utilize evidence-based resources that focus on more than just clinical identification

- ▫ Document performance in the context of the school environment

- ▫ Ensure compliance with any state education agency (e.g., SEA,) or local education agency (e.g. LEA, district, division) requirements

Case Study

- What would you do?

IEP Development: THE SEQUENCE

- Team members report findings/review existing data
- Team identifies strengths and prioritizes needs
- Team writes prioritized goals student can reasonably achieve by the end of the IEP period
- Team determines least restrictive environment for planned services
- Team determines services and supports student will need to fully benefit from and make progress in the program

Reporting Conference/ IEP Team

- ▫ Talk to teachers about what skills from the Common Core kids can do and can't do.
- ▫ Write goals collaboratively with teachers, parents, psychologists, occupational therapists, physical therapists, resource teachers.
- ▫ LAST determine what service delivery providers are required for the student to meet those goals.

Keep definitions in mind

- Speech Primary
- Speech as a Related Service

Does the assessment data meet the definition?

IEPs

- Present Level of Academic Achievement and Functional Performance
- Accommodations and Modifications
- Goals
- Lease Restrictive Environment
- Progress Reports

- 504 plans

Be mindful of dismissal

- At placement
- Every annual review
- Progress reports
- When definitions are no longer met
- Structure or function changes
- When goals are met
  - Therapy data
  - Progress reports………
  - NOT usually standardized testing
  - Progress monitoring data

You must call for re-evaluation to dismiss (process)

Where to find many non-standard assessments

Perry's web site

http://csd.wp.uncg.edu/overview/faculty/perry-flynn/

Guidelines

Assessment and Intervention modules

References

- ASHA IDEA Series (2007). Conducting Educationally Relevant Evaluations. Rockville, MD: ASHA.

EDUCATIONALLY RELEVANT SERVICE DELIVERY MODELS:

The Educational Standards

- ▣ http://www.corestandards.org/
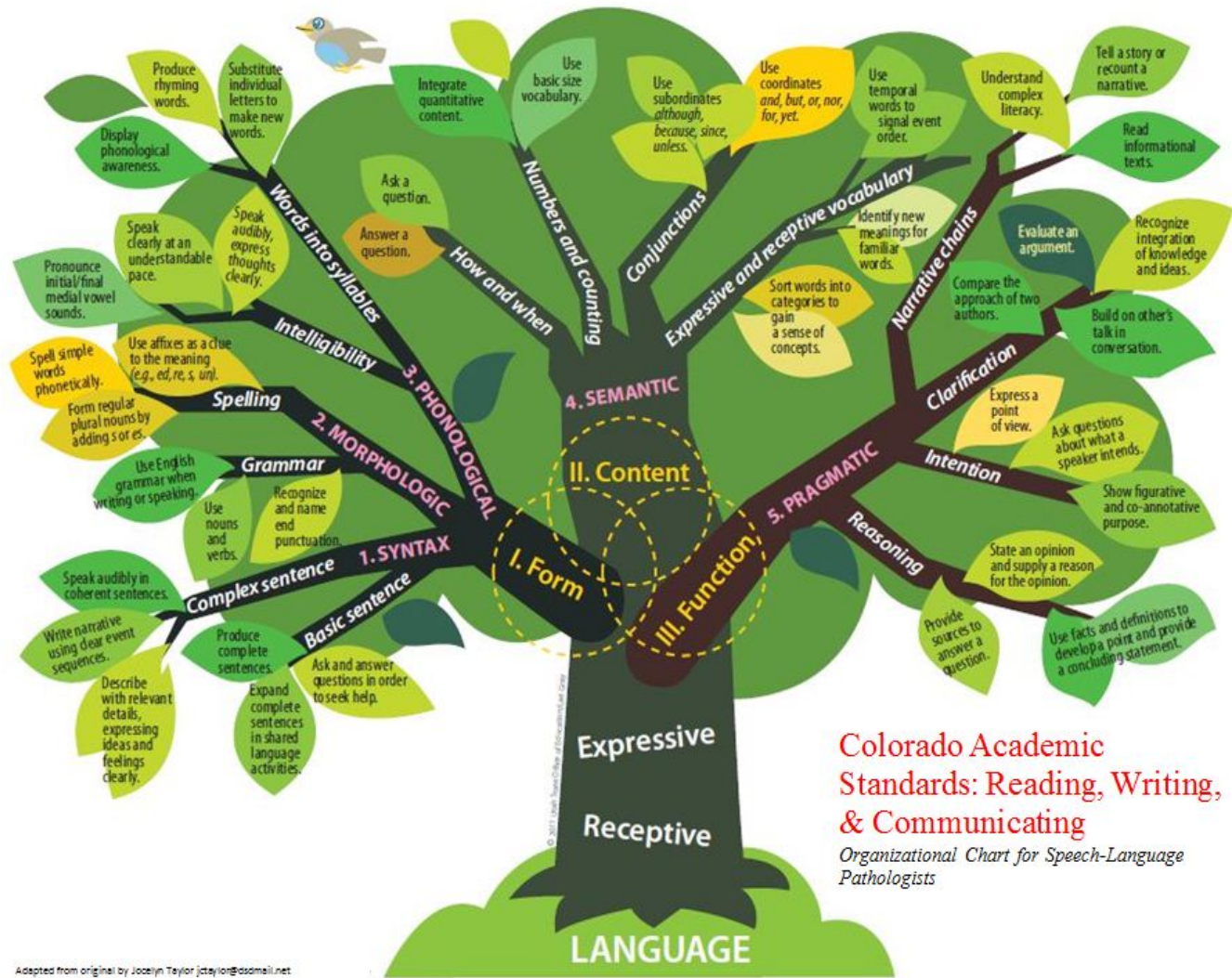
Colorado Academic Standards: Reading, Writing, & Communicating

Organizational Chart for Speech-Language Pathologists

Adapted from original by Jocelyn Taylor jctaylor@dsdmail.net

The Tie to Educational Relevance

- Begins at the beginning of the Exceptional Children's process
  - Evaluation
  - Present Level of Performance (cornerstone of the IEP)
  - Educationally relevant goals with teacher input from the educational standards
  - Least Restrictive Environment
    - Place and inclusion with typical peers

Linking the Program Components

Child Assessment

IEP

Initial & On-going
▪Reports, Portfolios
▪Observations

Summarizing Information
▪Current Level of Performance
▪Functional Child Goals

Monitoring
Annual, Monthly, Weekly, Daily and progress

Curricular Approach
Embedded Intervention
Use of multiple service delivery options
Flexibility!!

Evaluation of Progress

Intervention

Adapted from Bricker & Pretti-Frontczak & McComas, 1998

Goals

Educationally relevant goals that impact and are tied to academic achievement or functional performance

- Common Cores State Standards or educational standards
- Preschool Curriculum or Early Learning Standards
- Occupational Course of Study
- Extended Content Standards

Extended Content Standards

National Center and State Collaborative

http://www.ncscpartners.org/

Dynamic Learning Maps

http://dynamiclearningmaps.org/

Common Core Standards, English Language Arts, Speaking and Listening

Comprehension and Collaboration:

- CCSS.ELA-Literacy.SL.3.1
  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- CCSS.ELA-Literacy.SL.3.1.a
  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- CCSS.ELA-Literacy.SL.3.1.b
  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- CCSS.ELA-Literacy.SL.3.1.c
  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- CCSS.ELA-Literacy.SL.3.1.d
  Explain their own ideas and understanding in light of the discussion.

Not Just ELA but Math and even technology

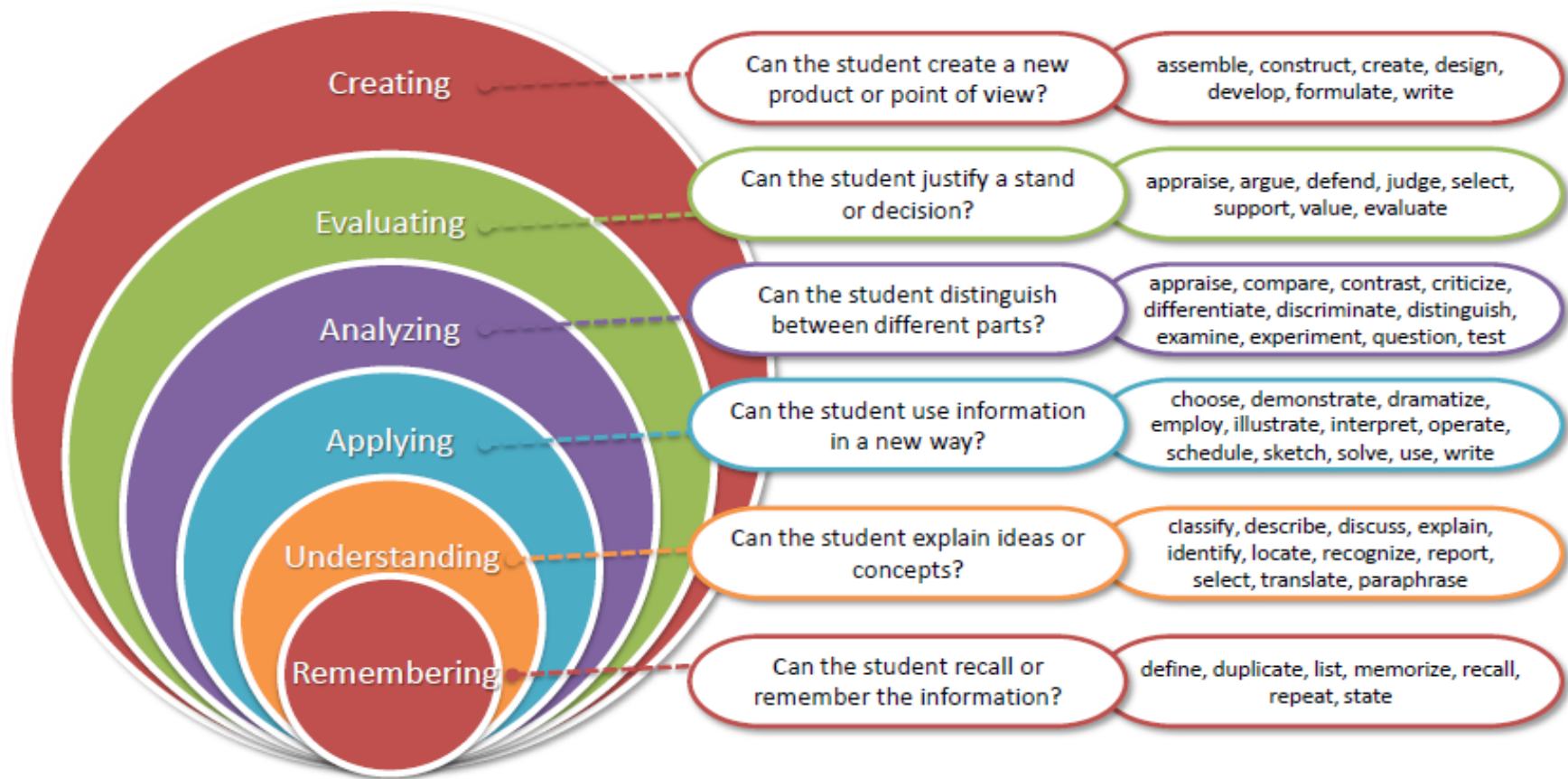**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

- CCSS.Math.Content.3.OA.D.8
  Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]

Blooms Taxonomy and Universal Design for Learning

Bloom's Taxonomy (Revised)

Creating — Can the student create a new product or point of view? — assemble, construct, create, design, develop, formulate, write

Evaluating — Can the student justify a stand or decision? — appraise, argue, defend, judge, select, support, value, evaluate

Analyzing — Can the student distinguish between different parts? — appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

Applying — Can the student use information in a new way? — choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

Understanding — Can the student explain ideas or concepts? — classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Remembering — Can the student recall or remember the information? — define, duplicate, list, memorize, recall, repeat, state

Quality IEPs

- Good assessment data on the student (be an investigator not a technician)
- Well written Present Level of Academic Achievement and Functional Performance (PLAAFP)
- Tied to and describes impact on general education
- Frequency, duration and location (dosage)
- With or without typical peers/ Least Restrictive Environment
- Supplemental aids and services, accommodations and modifications
- Transition
- Reasonable goals to meet the standards of the general education curriculum

Judy (Rudebusch) Rich's 7 steps, Step 1:Consider the Content Standards

- Talk to teachers
- Review standards from previous grades
- Review the standards from the lens of the SLP
  - Syntax
  - Semantics
  - Pragmatics
  - Phonology
  - morphology

Activity

- In groups have a look at the standards on the next page. Analyze the standard for the syntactic, semantic, pragmatic, phonological, morphological and Bloom's taxonomy underpinnings

Comprehension and Collaboration:
CCSS.ELA-Literacy.SL.1.1
Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.1.1.a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.1.1.b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-Literacy.SL.1.1.c
Ask questions to clear up any confusion about the topics and texts under discussion.

Step 2: Examine the Data

- Educational relevant materials
  - Writing samples
  - Language samples
  - Benchmark testing
  - Universal screening tools (DIBELS)
  - What else can YOU think of?

Step 3: Determine the Student's Present Level of Performance

- Strengths and needs
- Use multiple forms of current data
- How the disability impacts the general curriculum

Step 4: Develop measurable goals

- Aligned with grade level standards but NOT simply copying the standard itself
- May need to go back to previous year's standards
- Consult teachers
- Reasonable to accomplish in an IEP period
  - Conditions
  - Behaviors
  - Criterion

Step 5: Assess Progress

- Progress reports
- Dynamic assessment
- Collaborate with teachers
- Assess how skills are impacting the standards/ progress in general education curriculum

Step 6: Identify Special Instruction

- Identify the specially designed instruction that the student will receive
- (what is / constitutes specially designed instruction?)
- Accommodations
- Modifications

What is Specially Designed Instruction?

- Adapting as appropriate to the needs of an eligible child under the content, methodology or delivery of instruction to:

  - Address the unique needs of the child that result from the child's disability

  - Ensure access of the child to the general education curriculum so the child can meet the educational standards……….
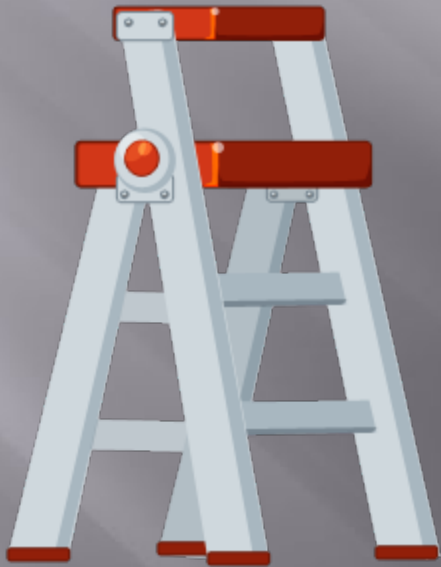
Some examples

Step 7: Determine the Most Appropriate Assessment Option

- How will progress be measured
- ALL parties should measure progress in an agreed upon way

- (Students keeping their own data)
  - Ideas?
  - Progress monitoring ideas?

A Step-wise Approach

A Step-wise procedure can facilitate integration of the standards with speech-language services

1. Review the Content Standards for the Grade
⇩

2. Determine Where the Child is Performing
(Present Level of Academic Achievement and Functional Performance)
⇩

3. Review the Child's IEP Goals, Accommodations and Modifications
⇩

4. Review the Classroom Materials and Analyze Instructional Style
⇩

5. Collaborate with Teachers
⇩

6. Design and Implement Intervention

A 6-Step Approach to Integrating the Standards into Speech-Language Intervention

Power-deFur & Flynn, 2012

1. Review the Content Standards

- Review the content standards in all areas
  - for the grade in which the student is enrolled
  - And for prior grade levels – to identify content that it is assumed the student has mastered
- Analyze standards for communication expectations subsumed in the standard.
  - What are the pragmatic, semantic, syntactic, morphologic, phonologic, and metalinguistic skills that the student needs for s

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

2. Determine Where the Child is Performing

- Gather data
  - Intervention
  - Classroom work samples
  - Classroom observations
  - Teacher/clinician problems
  - Criterion-referenced assessments
- Look for patterns in the child's communication needs as they apply to the academic curriculum.
- Analyze the effect of various instructional strategies, accommodations and modifications.
- NOTE: This can be identified by reviewing the PLOAAFP.

3. Review the Child's IEP

- Identify how the goals relate to the communication skills needed for success on the standards.

- Review the accommodations and modifications to understand which approaches enable the student's success.

4. Review the Classroom Materials and Analyze Instructional Style

- Use of classroom-based materials
  - Enables the child to see immediately the connection between speech-language services and the classroom.
  - ensures that the clinician will not be spending time using materials that are not relevant to the academic expectations of the general curriculum.
- Analyze instructional style of the teacher
  - Observe classroom environment
  - Engineer optimal communication

5. Collaborate with Teachers

- To be effective, speech-language interv[ention] needs to integrate with classroom instr[uction]
  - Mastery of strategies and concepts occurs best when applied to real-word situations, such as those in the classroom.
  - Provision of strategies and supports for mastering a skill is best when paired with application of that skill within the classroom.

5. Collaborate with Teachers (cont.)

- The speech-language pathologist and the classroom teacher(s) will jointly decide on the nature of the intervention:
  - within the classroom in a co-teaching situation
  - in small, targeted groups within the classroom
  - or direct instruction by the speech-language pathologist in another setting.

6. Design and Implement Intervention

- The final step - integration of speech-language intervention with the academic curriculum.

  - Intervention may be appropriate in a pull-out setting to teach specific skills.

  - Ideally, the intervention will involve collaboration between the speech-language pathologist and the classroom teacher(s), with some services provided in an integrated fashion in the classroom.

Let's Look at an Example

Let's look at an example.

Integrating CCS: An Example

- Joe is a fourth grader with a bilateral moderate – severe hearing loss and concomitant vocabulary deficits.

  - Joe will need support to master the common core standard because of his deficits in abstract vocabulary. By developing his skills in determining the meaning and using abstract vocabulary, he will be better able to be precise in his language.

Example: 1. Review the Content Standards for the Grade

- Language Standards – Vocabulary Acquisition and Use
- "Grade 4, #3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases to convey ideas precisely. …
- Grade 4, #4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word"

(Common Core Standards Initiative, 2011b, p. 29).

Example: 2. Determine Where the Child is Performing

- A review of the child's PLAAFP reveals the following:
  - Oral and Written Language Scales –II reveal that Joe's language skills are scattered
    - Although standard scores on Listening Comprehension and Oral Expression are within 1.5 standard deviations of the mean, analysis of he shows significant weaknesses in understanding and use of abstract vocabulary and figurative language.

Example: 2. Determine Where the Child is Performing (cont.)

- The classroom teacher reports that Joe is attentive, but seldom asks questions in the classroom and frequently slow in completing language arts assignments. He notices that Joe generally masters vocabulary when new vocabulary is taught in the classroom, but has difficulty with vocabulary that is generally understood by other students.

Example: 2. Determine Where the Child is Performing (cont.)

- A review of one of Joe's recent writing assignments revealed heavy use of simple, concrete vocabulary. His written answers reflect misunderstanding of terminology and misapplication of new vocabulary learned in the classroom.

Example: 3. Review the Child's IEP Goals, Accommodations and Modifications

- Joe's IEP includes the following goal: Joe will demonstrate mastery of 80% vocabulary words from the grade 4 reading, social studies, science and math content by June 15, 2013.

- Joe has two relevant accommodations:

  - use an on-line dictionary program on his classroom computer when he reading a word he doesn't understand or when writing narratives.

  - additional time on in-class writing assignments, which gives him time to use this dictionary.

Example: 4. Review the Classroom Materials and Analyze Instructional Style

▣ Review of the Language Arts, Social Studies, Science and Math texts should identify vocabulary words that may be difficult.

  ▪ Mixture of vocabulary that would be mastered at an earlier age and that presented in grade 4.

Example: 5. Collaborate with Teachers

- **Task:** pre-teach meaning of common affixes
- **Location:** in an individual session and also in small group in the classroom with that child and other children who are at risk for not mastering vocabulary
- **Target vocabulary:** The teacher identifies the vocabulary he will be teaching the entire class and the speech-language pathologist focuses on vocabulary that may be difficult for Joe, but would not be the focus of the class instruction.

Example: 6. Design and Implement Intervention

- **Direct Intervention:**
  - The speech-language pathologist identifies the word "absorption" in the text as an opportunity to teach the meaning and use of the suffix "tion."
    - This is a frequently used suffix that means "act or process."
  - During the one-on-one time with Joe, they review the various meaning of "tion" and apply it to the verb "absorb."
  - Joe completes a word web with "tion" in the middle and identifies 6 other words that include the suffix "tion" with a comparable meaning.

Word Sort from: Words Their Way, Bear, Invernizzi, Templeton, Johnston

affection	commotion	composition	portion	distinction
omission	conclusion	regression	subtraction	collision
affection	extinction	permission	function	delusion
emission	explosion	caution	permission	junction

Small group intervention

- Lead students in creating a "word ladder"
- Write "country" and "neighborhood" at opposite ends
- Students fill in the ladder with various terms that describe geographic groupings of people (e.g., settlement, neighborhood, territory, precinct, city, subdivision, state).

(Diamond, L. & Gutlohn, L. , 2009)

Word Ladder
Country
Neighborhood

Small group intervention

- Historical context of vocabulary
- The clinician creates a timeline from the 1600s to 2012
- Small group places the terms "settlement," "territory," and "city" on the timeline

1600s

2012

Review the Content Standards for the Grade	Relevant Standards: 4.3 Choose words and phrases to convey ideas 4.4 Clarify unknown & multiple meaning words with affixes & roots

⇩

Determine where the Child is Performing (Present Level of Academic Achievement and Functional Performance)	Intervention data, classwork, observations: • Syntax – Age level • Weakness – abstract vocab and figurative language • Concrete vocabulary

⇩

Review the Child's IEP Goals and Accommodations	Relevant goals, accommodations, modifications: 80% mastery of vocab from G 4 content areas Use online dictionary; additional time when writing

⇩

Review the Classroom Materials and Instructional Style (texts, manipulatives)	Linguistic complexity: Many challenging vocabulary words Applicability to intervention: Source of needed vocabulary

⇩

Collaborate with Teachers	Joint decision re collaboration: SLP will pre-teach common prefixes (30 min pull-out) Teacher instructs new vocab for all SLP supports new vocab (small group in class)

⇩

Design and Implement Intervention:
Pull-out: identify meaning of "tion," use word web to apply to 6 words
In-class: SLP creates "antonym scale" to focus on geographic groupings of people from neighborhood to country.

Standards-based IEPs:

- Are curriculum relevant
- Are tied to grade level standards
- Focus on how the student's disability negatively impacts the general education curriculum
- Are appropriate for the grade level/ developmental level of the student

Write some standards based goals

References:

- Blooms Taxonomy and Universal Design for Learning http://www.middleweb.com/21295/the-intersection-of-udl-and-blooms-taxonomy/

- Power-deFur, L, & Flynn, P. (2012) Unpacking the Standards for Intervention, ASHA SIG 16 Perspectives on School-Based Issues, March 2012, Vol. 13:11-16. doi:10.1044/sbi13.1.11

- Rudebusch, J. From Common Core State Standards to Standards-Based IEPs: A Brief Tutorial, SIG 16 Perspectives on School-Based Issues, March 2012, Vol. 13:17-24. doi:10.1044/sbi13.1.17

Service Delivery

How to Represent on IEP

- # of sessions or minutes per, report period, semester………..

- Where services will be provided?
  - LRE
    - Pull out
    - Classroom ENVIRONMENT

Continuum of Services

Consultative
RTI   Resource classroom   Self contained
                                                                   class

                Classroom   Speech "closet"   Separate school
                Playground   Homebound
                Cafeteria
                Job site

A Dark Moment

Lawyers, Schedules, LRE

Evidence Based Practices

- ASHA Practice Portal and EBP Maps
- http://www.asha.org/Practice-Portal/Speech-Language-Pathologists/

Let's explore Service Delivery Models

- Pull Out
  - Benefits
  - Drawbacks

- Pull-Out
  - Direct services
  - Individual or small group
  - Wide range including "blast" (10 min every day)
  - Focused intervention on discreet skills/ drill and practice should be tied to curriculum
  - VERY restrictive Last resort and hope to move to less restrictive quickly!

Models continued

- Self Contained Classrooms/ Courses
- Resource Rooms
  - Benefits
  - Drawbacks

- Self Contained Class/Course
  - Direct services as a "period or block" of the day
  - Speech room or classroom
  - Typically every day for one "period"
  - Intense intervention treated like a class/ course, sometimes graded…. Lord-Larson
  - Considered a restrictive placement
  - Should be tied to curriculum skills
  - Every student in a self contained class can receive at least incidental benefit
  - Reassure parents a way to "wean" students off of services

More about self contained classes

- Students who are "not ready to communicate"
- Role of the self contained class teacher
- Project Core

http://www.project-core.com/communication-systems/

O-Net

https://www.onetonline.org/

Models continued

- Public Separate School
  - Benefits
  - Drawbacks

- Public separate School
  - Wealth of resources in one place
  - Clinicians who specialize in the population
  - Specialized facilities
  - Little or no contact with typically developing peers

Models continued

- Community Based
  - Benefits
  - Drawbacks

- ▣ Community Based
  - Direct or indirect services
  - Usually individual work on specific situational skills
  - Number and length of sessions depends on need to generalize skill to environment/ situation
  - Functional skills and carry over in natural environments
  - Very individual
  - Targeting improvement in functional communication

  Michael, Brett, Amanda,

Models continued

- Consultative
  - Benefits
  - Drawbacks

- Indirect/ consultative/ collaborative/ on behalf of the student
  - Indirect
  - With teachers, assistants, parents, other students……
  - Promotes LRE
  - Implies a great deal of collaboration
  - Enhancing the curriculum

Models continued

- 3/1

Models continued

- Telepractise
  - Benefits
  - Drawbacks

Use of technology… IPADs

https://www.asha.org/Practice-Portal/Professional-Issues/Telepractice/

Models Continued

- Classroom Based Activity 1
  - Benefits to
    Students
    Teachers
    SLPS
    Parents

  - Drawbacks

Where Might Intervention Take Place?

- Therapy room
- Class room
- Cafeteria
- Playground
- Parking lot
- Park
- Field trip
- ???????

Tips for Classroom Based Intervention

- •Garner administrative support to cluster students.
- •Enlist teacher support to accept clustered students.
- •Include time in the SLP's schedule to plan, pull students out, conduct evaluations, and provide consultation. (Workload Model)
- •Write functional, educationally relevant goals for students in collaboration with teachers.
- •Plan with teachers to embed intervention in classroom routines.
- •Actively co-teach with teachers.
- •Provide teachers with documentation of IEP goals.
- •Devise a useful data collection system.

Workload Activity Clusters

Direct services to students

- Counsel students
- Evaluate students for eligibility for special education
- Identify students with speech and language impairment
- Implement IEPs and IFSPs
- Provide direct intervention to students using a continuum of service-delivery options
- Re-evaluate students

Indirect activities that support students in the least restrictive environment and general education curriculum

- Engage in dynamic assessment of students
- Connect standards for the learner to the IEP
- Consult with teachers to match students learning style and teaching style
- Design and engage in pre-referral intervention activities
- Design/recommend adaptations to curriculum and delivery of instruction
- Design/recommend modifications to the curriculum to benefit students with special needs
- Participate in activities designed to help prevent academic and literacy problems
- Observe students in classrooms
- Screen students for suspected problems with communication, learning, and literacy

Indirect services that support students' educational programs

- Analyze and engineer environments to increase opportunities for communication
- Analyze demands of the curriculum and effects on students
- Attend student planning teams to solve specific problems
- Attend teacher/service provider meetings (planning, progress monitoring, modifications to program)
- Communicate and coordinate with outside agencies
- Contribute to the development of IEPs, IFSPs
- Coordinate with private, nonpublic school teachers and staff
- Design service plans
- Design and implement transition evaluations and transition goals
- Design and program high-, medium-, and low-tech augmentative communication systems
- Engage in special preparation to provide services to students (e.g., low incidence populations, research basis for intervention, best practices)
- Interview teachers
- Make referrals to other professionals
- Monitor implementation of IEP modifications
- Observe students in classrooms
- Plan and prepare lessons
- Plan for student transitions
- Provide staff development to school staff, parents, and others
- Program and maintain assistive technology/augmentative communication systems (AT/AC) and equipment
- Train teachers and staff for AT/AC system use

Activities that support compliance with federal, state, and local mandates

- Attend staff/faculty meetings
- Carry out assigned school duties (e.g. hall, lunch, bus, extracurricular)
- Collect and report student performance data
- Complete compliance paperwork
- Complete daily logs of student services
- Complete parent contact logs
- Document services to students and other activities
- Document third-party billing activities
- Participate in parent/teacher conferences
- Participate in professional association activities
- Participate in professional development
- Participate on school improvement teams
- Participate on school or district committees
- Serve multiple schools and sites
- Supervise paraprofessionals, teacher aides, interns, CFYs
- Travel between buildings
- Write funding reports for assistive technology and augmentative communication
- Write periodic student progress reports
- Write student evaluation reports

Source: American Speech-Language-Hearing Association. (2002). A workload analysis approach for establishing case-load standards in the schools. Guidelines. ASHA Desk Reference (vol. 3). Rockville, MD: Author.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Material collection for today>>>>>>>>>>>>>>>>>>		10 min. Alex	10 min. Alex	
8:30 AM	Dickens K	2 Comer K	7 LD resource class	Artic.	6 O'Keefe
9:00 AM				Artic.	
9:30 AM	pull out Tom & Sarah	pull out			
10:00 AM			1 & 2 plan Dickens & Comer	Lang.	6 O'Keefe
10:30 AM	3 Crumpton 1	4 Curry	pull out	Lang.	paperwork
11:00 AM			pull out	open	
11:30 AM			open	open	
12:00	pull out	open		4 plan Curry	
12:30 PM	Lunch		Eat with Ashley		
1:00 PM	Artic. Group	pull out language	5 Golding	8 autism self contained	Diagnostic
1:30 PM	Artic. Group	pull out artic.			Paperwork & open time
2:00 PM	Planning Smith		pull out	3 Crumpton plan	IEP conference
2:30 PM	Student Assistance Team	7th & 8th graders	pull out	open	
3:00 PM			8 autism self contained	open	
		8 plan autism self contained			
3:30 PM		teacher	Faculty meeting	5 Golding plan	

Co-Teaching

- •One teach, one observe—one observes while the other teaches.
- •One teach, one "drift"—one assumes primary teaching responsibilities while the other assists individual students.
- •Station teaching—each teaches at a separate center.
- •Parallel teaching—each instructs half the class using the same material.
- •Remedial teaching—one presents material while the other re-teaches previously taught material.
- •Supplemental teaching—one presents the lesson in a standard format while the other adapts the lesson.
- •Team teaching—both share lecturing.

Friend 2010

5 tips to co-teaching

- Trust is a must
  - Share experiences
  - Honor personal style/ personality
  - compromise
- Recognize all things will go wrong
  - Support each other to make things go right
  - communicate
- Clarify role definitions
  - Delineate specific roles

continued

- Communicate and reflect
  - Make adjustments
  - Talk things out
  - Analyze data
- Actually TRY it!
  - Don't make excuses
  - Not enough time
  - Fear of being judged
  - Create safety for all parties

Kimberly Long, Teaching Secrets: 5 Ways to Make Co-teaching Work
www.edweek.org/tm/articles/2013/04/17tln_long_coteaching.html

Emotional Intelligence Definition

- Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.
- Kendra Cherry, About.com Guide

Salovey and Mayer, 4 Branches

- Perceived Emotions
- Reasoning with Emotions
- Understanding Emotions
- Managing emotions

Perceived Emotions

- The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

Reasoning with Emotions

- The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Understanding Emotions

- The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

Managing Emotions

- The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

Daniel Coleman, The Harvard Business Review

- 5 components of Emotional Intelligence

Self Awareness

- The ability to recognize and understand your moods emotions and drives as well as their effect on others
    - Hallmarks:
    - Self confidence
    - Realistic self-assessment
    - Self-deprecating sense of humor

Self-Regulation

- The ability to control redirect disruptive impulses and moods
- The propensity to suspend judgment- to think before acting
  - Hallmarks:
  - Trustworthiness and integrity
  - Comfort with ambiguity
  - Openness to change

Motivation

- A passion to work for reasons that go beyond money or status
- A propensity to pursue goals with energy and persistence
  - Hallmarks:
  - Strong drive to achieve
  - Optimism, even in the face of failure
  - Organizational commitment

Empathy

- The ability to understand the emotional makeup of other people
- Skill in treating people according to their emotional reactions
  - Hallmarks:
  - Expertise in building and retaining talent
  - Cross-cultural sensitivity
  - Service to clients and customers

Social Skill

- Proficiency in managing relationships and building networks
- An ability to find common ground and building rapport
  - Hallmarks:
  - Effectiveness in leading change
  - Persuasiveness
  - Expertise in building and leading teams

Perry,

- Emotional Intelligence is the part of the ART of our science (and what employers ask recommenders about in recommendations) !

Selected resources

- Books on the topic: -
- Frames of Mind by Howard Gardner (first major breakthrough on the topic)
- -Emotional Intelligence by Daniel Goleman
- -Primal leadership by Goleman, Boyatzis, McKee
- -Strength Finder 2.0 by Tom Rath

- Podcasts from apple on leadership and emotional intelligence are on the iTunes website. They come from various resources. Harvard, NPR, Newsweek,etc...
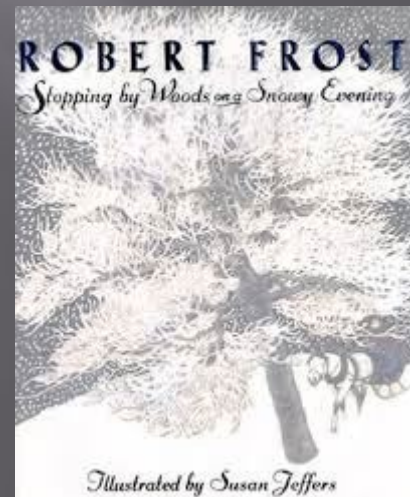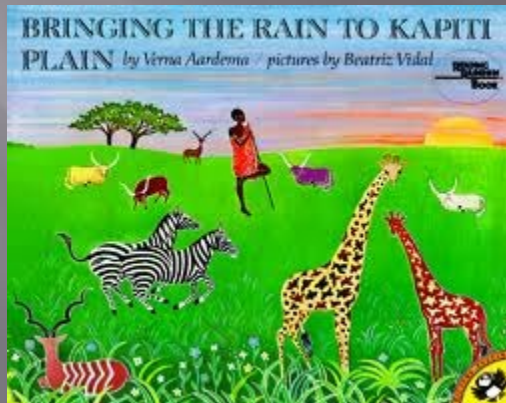

- Harvard Business Review has lots of resources: http://hbr.org/2004/01/what-makes-a-leader/ar/1

- Daniel Goleman's website:
- http://danielgoleman.info/ http://danielgoleman.info/podcast-new-insights-on-emotional-intelligence/

Video of Planning for Embedded Intervention/Inclusion

Let's Give it a Try

I will read a piece of children's literature.

Use the student profile/ goals to plan 3 activities based on the story while incorporating the Common Core Standards for the grade level you have.

BRINGING THE RAIN TO KAPITI PLAIN by Verna Aardema / pictures by Beatriz Vidal

ROBERT FROST
Stopping by Woods on a Snowy Evening

Illustrated by Susan Jeffers

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- Friend, M., & Cook, L. (2010). Interactions: Collaboration skills for school professionals (6th ed.). Boston: Allyn & Bacon.

- Flynn, P. (2010, August 31). New Service Delivery Models: Connecting SLPs with Teachers and Curriculum. The ASHA Leader.