

## SLHS 544 School Methods Syllabus Summer, 2008

**Class Times:** Mondays and Wednesdays 1:00-3:50

**Room:** CL50 Room 125

**Instructor:** Mary Lou Poole, M.S., CCC-SLP

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**Office Hours:** To be scheduled as needed on an individual basis.

**Course Description:** Organization, materials, and methods for conducting speech, language, and hearing services in elementary and secondary schools

### Required Text & Materials

1. SLHS 544 Resource Packet (available at Boiler Copy Shop)
2. SLHS 648 Educational Externship Handbook (available at Boiler Copy Shop)

### Resource Texts

Bernthal, J.E., & Bankson, N.W. (1993). Articulation and phonological disorders. Englewood Cliffs, N.J.: Prentice-Hall.

Craighead, N., Newman, P., & Secord, W. (1989) Assessment and remediation of articulatory and phonological disorders. NY, New York: Macmillan Publishing Company.

Larson, V.L., & McKinley, N. (1995). Language disorders in older students: Preadolescents and adolescents. Eau Claire, WI: Thinking Publications

Paul, R. (1995). Language disorders from infancy through adolescence: Assessment & intervention. St. Louis, MO: Mosby. (*also—2001 edition*)

**Course Objectives:** Upon completion of this course students will demonstrate competencies in the following areas:

- 1) Knowledge and understanding of past and present federal legislation that impacts provision of speech, language, and hearing services in schools.
- 2) Understanding of Indiana Standards and guidelines used for determining communication competence relative to treatment planning and enrollment eligibility.
- 3) Knowledge of professional standards for service delivery; current trends in service delivery, and related legislation/health care reforms.
- 4) Understanding of professional qualifications, roles, and services related to speech-language pathology and audiology in educational settings.
- 5) Knowledge of assessment and treatment procedures for language disorders of school-age children, including language disorders associated with specific disabilities.
- 6) Understanding of the tasks required for providing speech, language, and hearing services in school settings (e.g., diagnostics, scheduling).

**Assignments, Tests, and Grading:**

Assignment 1. A 10 minute oral presentation and handout regarding disorder/method	25 pts (presentation 15 pts; handout 10 pts)
Assignment 2. A 1-2 page handout describing an evaluation tool	15 pts
Assignment 3. A 2 page paper on “Evidenced Based Practice and How It Applies to School Based Speech-Language Pathology Services”	25 pts
Test 1: Material to date	60 pts
Test 2: Material presented following Test 1, presentations	60 pts
Assignment 4: Course Notebook	15 pts
<b>Total Points Available</b>	<b>200 pts</b>

**Letter grades will be assigned based on total number of points attained.**

**A= 180-200    B=160-179    C=140-159    D=120-158    F= <157**

**Assignment 1: In-service presentation and handout regarding a clinical method or a medical condition. You will be paired with a classmate. Topics will be randomly selected the first day of class. The finished product should reflect an equal amount of work contributed by each student.**

**Project parameters:**

Identify and read professional literature related to your selected topic. Sources could include: refereed journals articles in speech-language pathology and/or related areas, text books, information from agencies, foundations, or professional groups on the Internet, and commercially published materials. The purpose of this project is twofold: 1) to gain information about a selected area affecting speech, language, or hearing services in the schools, and 2) to gain experience in “in-service” presentations.

**Project Outcome:**

1) A 10-minute presentation about your topic. The content of the topic will dictate the format of the presentation. For some topics, the material may be a summary of what is considered to be “best practices.” For example, a specific treatment program or procedure may be described for a selected topic. The style of the presentations will vary with topics. However, all presentations must contain relevant information regarding SLP or Audiology Services in the schools. NOTE: You may make a ‘live’ presentation or you may *create* video-taped material (for example, to demonstrate a procedure); be creative! Commercially prepared videotapes should not be included. You may not use Power Point as most of the “real world” presentations that you will give will not be in an environment where Power Point is available. Your goal is to present your colleagues with factual information that will increase their understanding of your topic. Points will be awarded for informational value, directing presentation to target audience, staying within the time limit, poise and professional demeanor, and handout.

2) A printed handout with key information about your topic must be created and provided for all class members (to be included in notebooks). Although the length of handout should be determined by the amount of information needed to augment your presentation, a limit of no more than 4 pages is suggested to keep copying expenses down. Include all references (must be in APA style).

**Assignment 2: Handout on a communication assessment tool. Specific tests will be assigned during the first day of class.**

The following information must be included in your 1-2 page handout (to be included in notebooks). Title, author(s), publisher, price, purpose, age-range, subtests, materials, procedures, time to administer, type(s) of scores (e.g., standard scores, percentiles, age equivalency), normative information, and overall strengths and limitations. Additional information can be added when appropriate.

**Assignment 3: Paper entitled “Evidenced Based Practice and How It Applies to School Based Speech-Language Pathology Services”.**

You are required to write a 2 page (12 pt font, 1” margins, single spacing) paper entitled: “Evidenced Based Practice and How It Applies to School Based Speech-Language Pathology Services”. This essay should: define EBP, include information gleaned from literature reviews, and discuss avenues for transferring information from research to school based clinical practice. Include all references (must be in APA style). Points will be awarded for content, organization, syntax and professional wording.

**Assignment 4: Course notebook:**

You are required to organize all course related information in a three-ring binder. Materials should be organized into labeled/tabbed categories. Items to include are: course packet, assessment tool handouts, presentation handouts, lecture notes and power point handouts. Points will be awarded for organization of materials, use of index tabs, and completeness.,

**Test #1:**

Test will include all information covered in assigned readings, materials poster on Blackboard and classroom discussions. Information from class presentations will not be included.

**Test #2:**

Test will cover all information presented following test #1. Additionally, major points of all class presentation will be included.

**Academic Misconduct:**

The university has a responsibility to insure academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for other's academic endeavors. University policy prohibits and punishes misconduct, which is any act by which a student seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism), forges or falsifies documents, falsely represents his or her academic performance (cheating), engages in unauthorized collaboration with other students on papers or projects, or assists other students in any of these acts. Students who engage in academic misconduct are subject to a range of sanctions including, but not limited to a failing grade on an assignment or test, a failing grade in a course, and expulsion from the university.

**Learning accommodations:**

Students requiring classroom accommodations or modification because of a documented disability should discuss their needs with the instructor at the beginning of the semester.

**Attendance:**

Attendance is mandatory. Missing more than one class can result in grade reduction.

<b>American Speech-Language-Hearing Association (ASHA)          Certification Standards Addressed in This Course:</b>
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- III – D - Must possess knowledge of the principles and methods of prevention, assessment, and intervention (disorder areas covered in this course are listed):
  - Articulation
  - Receptive and Expressive language
  - Hearing
  - Social aspects of communication
- III – E - Standards of Ethical Conduct
- III – G - Demonstrate Knowledge of Contemporary Professional Issues
- III – H - Demonstrate Knowledge about Certification, Specialty Recognition, Licensure, and other relevant professional credentials.
- IV – B - Must possess skills in Oral, Non-verbal and Written or other forms of communication sufficient for entry into professional practice.

<b>Behaviorally Defined Objectives Related to the Standards and the Target          Knowledge/Skills to be Acquired Upon Course Completion</b>
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- Objectives related to III – D – Must possess knowledge of the principles and methods of prevention, assessment, and intervention (disorder areas covered in this course are listed):**
- A. Articulation: Will identify appropriate assessment and intervention procedures for children with speech production disabilities
  - B. Receptive and Expressive Language: Will identify appropriate assessment and intervention procedures for children with oral/written language disabilities

- C. Hearing: Will identify role and responsibilities of school based slp and when to advocate for appropriate services for students who are deaf or hard of hearing.
- D. Social Aspects of Communication: Will be familiar with disabilities that occur in the school-age population that are most likely to affect social aspects of communication (e.g., autism, Asperger's Syndrome, emotional/behavioral disorders, language disabilities).

**Objectives related to III-E-: (Ethical Conduct) Must demonstrate appropriate:**

- A: Ethical Practice  
Conducts all clinical work in accordance with Purdue University Professional Protocol and the Code of Ethics and Scope of Practice in Speech-Language Pathology set forth by the American Speech-Language Hearing Association.
- B: Responsibility  
Consistently prepares for and completes clinical services, conferences, and other practicum activities. Uses universal safety precautions whenever necessary.
- C. Punctuality  
Completes all clinical practicum responsibilities in a timely manner and follows prescribed clinical procedures for service delivery.
- D. Confidentiality  
Protects and maintains confidentiality of clinical information as prescribed by HIPAA guidelines and clinic protocols.
- E. Personal Appearance  
Presents professional image through appropriate personal appearance and dress, identification with professional nametag, and professional demeanor.

**Objectives related to III-G: (Demonstrate Knowledge of Contemporary Professional Issues)**

Must possess knowledge of the following information and procedures

- A. Legislative history of special education laws that are considered to be civil rights protections and landmark education legislation that is the foundation for current federal mandates for public education and related services.
- B. Appropriate procedures to ensure due process in interactions with students (& parents of those students) that have disabilities.
- C. Disability categories identified in the most current reauthorization of the Individuals with Disabilities Education Act (IDEA).
- D. Issues impacting determination of eligibility for intervention.
- E. Measures to take to prepare for mediation or due process hearings.
- F. Understanding of the roles of the SLP in the school-based multidisciplinary team.

**Objective related to III – H Demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials. The student must:**

- A. Understand how credentialing for personnel employed in schools varies by states and have information regarding educational licensing requirements in Indiana.
- B. Be familiar with the mission of ASHA Specialty Interest Division 16 (School Based Issues):
  - i. To provide leadership and advocacy through a forum for all speech-language pathologists and audiologists with interests in school-based issues, including clinicians and researchers from schools, universities, and all other settings.

- ii. To promote the highest quality services within schools by addressing clinical, educational, administrative and legislative/regulatory concerns at local, state, and federal levels.

**Objectives related to IV-B:**

Written professional communication

- A. Students will demonstrate understanding of the term “benchmarks” and will describe the process for writing benchmarks related to school curricula (as necessary for SLP school programs).
  - i. Benchmarks are based on a curriculum content area.
  - ii. Benchmarks target functional skills required to meet expectations of the curriculum.
  - iii. By stating level(s) of performance (for any specific area within speech and/or language) to indicate the starting point for intervention and how the student’s disability affects classroom performance.
- B. Students will identify the components of Individual Educational Plans, including students’ present levels of functioning, impact of communication disorder on educational performance and appropriate benchmarks, long-term goals, and/or short term goals.
- C. Students will know special education terms (e.g., FAPE, LRE, SEA, IEP, IFSP) that are necessary for working in public education

Oral and Non-verbal Professional Communication

- A. Students will demonstrate skills in oral presentation of information relevant to speech-language pathologists, audiologists, educators and other professional personnel who are likely to work in a public school setting.
- B. Students will modify use of terminology and style of speaking to effectively communicate in various settings related to delivery of S/L services in public schools.

**Competencies:**

Completion of examination questions, written assignments, in-class projects, written reflections, and oral presentations with at least a minimum grade of “B” for each.

**Opportunities for Remediation:**

*If criteria for successful demonstration of the level of knowledge/skills expected upon the completion of this class are not achieved in the first attempt, the following remediation options are available:*

Student will be given the opportunity to rewrite exam answer(s), section(s) of assignment and/or written activity. This remediation must be completed within 2 weeks of the, assignment or activity, or in the case of test #2, within 2 weeks of the start of the Fall semester. If student fails to achieve any ASHA standard upon completion of the remediation opportunity, then the instructor will turn in an “Unsatisfactory” (“U”) rating for that particular standard and will notify the student’s advisor that this area should be addressed on the student’s comprehensive examinations.

Oral and Non-verbal communication—no opportunity for remediation within the class; however, students will be required to meet with instructor to identify activities that they may do independently to improve their oral and/or non-verbal communication skills.

## Course Schedule

<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Presenters</b>	<b>Pre-class Reading Assignments</b>	<b>Assignments and Quiz</b>
#1	June 9	A) Course Overview, History of Special Education Legislation B) ASHA Scope of Practice, SLP's role	Bill Murphy		
#2	June 11	A) Screening & Assessment, ISTAR, ISTEP B) Role of School Psychologist	Bill Murphy Mel Davis		
#3	June 16	A) Facilitating Written and Reading Language B) Response to Intervention	Colleen Reader & Elaine Mehlberg		
#4	June 18	A) Article 7 B) IEP	M. L. Poole		
#5	June 23	A) State Standards, Writing Short Term Goals B) Presentations	Jenni Hendrickson Bill Murphy		Assignment 1 #1-4
#6	June 25	A) Caseload Selection, Entrance & Exit Criteria, B) Conferencing with Parents- how to share information	M.L. Poole		
#7	June 30	A) Autism Spectrum Disorders B) Pre-school Service Delivery	Colleen Zillich		Assignment 2
#8	June 2	Test #1			
#9	July 7	A) Service Delivery Models B) Presentations	Kelly Wallace Sarah Reaves		Assignment 1 #5-8
#10	July 9	A) Articulation and Phonological Process Disorders: auditory discrimination therapy strategies B) Therapy Hints: behavior management, reinforcement, etc.	M. L. Poole		
#11	July 14	A) Hints from the Pros- scheduling, materials, SLPAs, teaming, Medicare, etc.	Kelly Wallace David Jackson		
#12	July 16	A) ADA and Cultural Sensibilities B) Presentations	M. L. Poole		Assignment 1 #9-13
#13	July 21	A) Aural Rehabilitation B) St. Joseph School	H. Elsisy Teri Ouellette		Assignment 3
#14	July 23	A) Team Approach B) AAC & AT	Olivia Schuler M. L. Poole		
#15	July 28	A) Certification and Licensure, Lifelong Prof. Involvement B) Educational Externship	Deb Harmon M. L. Poole		
#16	TBA	Test #2			Assignment 4