## COMMUNICATIVE DISORDERS 776

### School Methods – 2 Credits

**Fall Semester 2016 5:00-5:50 pm - Monday – Room 024 CPS**

**11:00-11:50 am – Wednesday – Room 024 CPS**

“In the event of a medical emergency, call 911 or use red emergency phone located in the hallway right outside the room. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, stay in our classroom. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans)  for floor plans showing severe weather shelters on campus. 

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the entrance to the MultiActivity Center across the street. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt)  for details on all emergency response at UW-Stevens Point.”

**Instructors**: **Cynthia Forster, M.S., CCC-SLP (Mrs. Versus Dr. ☺)**

Office 042B CPS, Telephone: 715-346-4517

Email: [cforster@uwsp.edu](mailto:cforster@uwsp.edu)

Office Hours: see C. Forster, send email, or view schedule on door to arrange appointment

Graduate Assistant: available upon request for assistance

**Course Description:**

Apply assessment and intervention skills to pre K-12 public school contexts. Educational organization, legal mandates, certification/licensure, curriculum-relevant goals, collaborative roles, current professional issues.

This course is designed to fulfill Wisconsin’s Department of Public Instruction (DPI) licensing requirements for speech/language pathologists. The purpose of this course is to help students apply their knowledge and skills in assessment and intervention of communication disorders to the public school setting.

**Required and Recommended Texts :**

Required: A course packet will be required for purchase. This packet of information can also be saved through electronic methods via D2L. During the semester, numerous documents within this course packet will be assigned as “recommended preparation” for class sessions. Several required journal readings may also be disseminated via D2L, since copyright requirements did not allow journal articles to be placed within the course packet.

Recommended: Course participants are also encouraged to consider purchase of the following text***:***

Schraeder, T. (2013). *A guide to school services in speech-language pathology(2nd ed).* San Diego, CA: Plural Publishing, Inc.

**Course Objectives**:

The graduate students in speech-language pathology will develop increased knowledge of the following:

1. The organization of public schools and school personnel and collaboration with peers, related professionals, parents, and consumers:

*Communication disorders collaborating with several special education categories, including learning disabilities (LD), emotional/behavioral disabilities (EBD), cognitive disabilities (CD), deaf and hard of hearing (HI), educational audiology, and early childhood (EC)*

2. The Individualized Education Plan (IEP) team process according to Wisconsin's DPI educational laws and the state and federal laws, including No Child Left Behind (NCLB) and Individuals with Disabilities Education Act 2004 (IDEA-2004).

1. The concept of criteria, least restrictive environment and the design of a continuum of service delivery models using curriculum-relevant goals, in relation to placement of students with disabilities.
2. Discussion of current professional issues of interest to the speech language pathologist in the public schools: behavior management philosophies/techniques, professional portfolios, beginning of the year scheduling, Medicaid billing in the public schools, state academic content standards used in the general education curriculum, SLPAs and their use in the public schools, etc.
3. PI-34 teacher licensure rules and regulations
4. The interview process and employment in educational settings
5. Professional organizations & certification for educational professionals in speech/language pathology: Wisconsin Department of Public Instruction

**ASHA Standards:**

This course contributes to the development of *Skills and Knowledges* as specified by ASHA, for acquiring clinical competence in speech-language pathology **(see Standards & Implementation for Clinical Competence in Speech-Language Pathology**). The skills and knowledges are acquired across a continuum, with increasing levels of independence, consistency, and problem-solving expected over time. Carefully read the standards and levels of competency which apply to you this semester. Take responsibility for documenting experiences that provide evidence of skills.

1. To increase skills in completing administration and reporting functions necessary to support evaluation (*ASHA Speech/Language Stan. IV-G1f & IV-G2f)*

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| **Disc/Readings** | **Attend/Partic** | **Mini Assign** | **Two IEP Projects** |
| **X** | **X** | **X** | **X** |

1. To increase skills in the identification and referral of clients/patients for appropriate services (*ASHA Speech/Language Stan IV-G1g & IV-G2g)*

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| **Disc/Readings** | **Attend/Partic** | **Mini Assign** | **Two IEP Projects** |
| **X** | **X** |  | **X** |

1. To develop knowledge about standards of ethical conduct *(ASHA Speech/Language Stan. III-E & Stan. IV-G-3d)*

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| **Disc/Readings** | **Attend/Partic** | **Mini Assign** | **Two IEP Projects** |
| **X** | **X** | **X** | **X** |

1. To develop knowledge about contemporary professional issues, laws, regulations, and policies in educational settings (*ASHA Speech/Language Stan. III-G)*

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| **Disc/Readings** | **Attend/Partic** | **Mini Assign** | **Two IEP Projects** |
| **X** | **X** | **X** | **X** |

1. To gain knowledge about certification, licensure, and other relevant professional credentials *(ASHA Speech/Language Stan. III)*

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| **Disc/Readings** | **Attend/Partic** | **Mini Assign** | **Two IEP Projects** |
| **X** | **X** | **X** |  |

1. To develop knowledge about collaboration with other professionals in case management (*ASHA Speech/Language Stan. IV-G-3)*

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| **Disc/Readings** | **Attend/Partic** | **Mini Assign** | **Two IEP Projects** |
| **X** | **X** | **X** | **X** |

**Wisconsin Department of Public Instruction PI - 34 Content Standards (standards which must be met by universities training new teachers):**

This course satisfies the knowledge and/or skills corresponding to the following Wisconsin Department of Public Instruction PI-34 Content Standards for Speech and Language Pathology (Early Childhood – Adolescence 820):

1. *The philosophical, historical, and legal foundations of speech and language pathology in an educational scope of practice (Standard 1 - all)*
2. *The components of an adequate, comprehensive evaluation needed for identification, program planning, and placement decisions for students with communicative disorders with the disorders areas, including screening and identification procedures, interpretation and synthesis of information to make appropriate recommendations for intervention based on speech/language eligibility criteria and need for special education accommodation, completion of administrative and reporting functions necessary to support evaluation, referrals for appropriate services, and decision-making with regard to state, district, and other general education assessments (Standard 3)*
3. *The instructional content and practice for students with communicative disorders within the disorders areas, including the development of educationally relevant IEPs, the implementation of student IEPs, the implementation of various service delivery models, understanding of state academic content standards used in the general curriculum, understanding of other educational service providers’ roles in meeting communication needs, modification of IEPs to meet the needs of students, and the completion of administrative and reporting functions necessary to support intervention (Standard 4)*
4. *Managing student behavior and social interaction skills, including classroom management techniques and effective teaching practices, functional behaviorial assessment and intervention planning, applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies for students with disabilitites (Standard 5)*
5. *Communication and collaborative partnerships (Standard 6 – all).*
6. *Commitment of professionalism and ethical practices, including understanding professional conduct, effective communication, collaboration with other professionals in case management, handling of staffing issues in professional and legally prudent manner, maintenance of professional knowledge, competence, and integrity in the practice of the profession (Standard 7).*

**Wisconsin Department of Public Instruction PI - 34 INTASC (Teaching) Standards (standards new teachers must demonstrate):**

**1. The teacher understands the central concepts, tools of inquiry, and structures of assessment and intervention and can create learning experiences that make these aspects meaningful for clients.**

#### The student understands the organization and structure of public schools.

* The student understands the IEP process and requirements according to the federal law.
* The student can define and give example of least restrictive environment, and the IEP in relation to placement of students with disabilities.
* The student knows the various service delivery models utilized by speech-language pathologists and educational audiologists at preschool, elementary, and secondary levels from least restrictive to most restrictive.

### Skills

* The student writes reflective comments regarding an interview with a school speech-language pathologist or educational audiologist, demonstrating his or her understanding of the roles and responsibilities of the professional.
* The student documents his or her observations of a student with an identified communicative disorder according to the concepts presented in class.

##### Dispositions

* The student realizes that the techniques and teaching strategies used in assessment and remediation of speech and language disorders differ among clinicians, is dependent upon the individuals and families being treated, and is ever evolving.

### The student has enthusiasm for the field of Speech-Language Pathology and/or Audiology and becomes aware of the roles and responsibilities of professionals in the school setting.

2. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

* The student understands how the perspectives of clients, caregivers, and families influence treatment progress and outcomes.
* The student understands the purpose of using counseling in treatment of communicative disorders.
* The student understands the importance of collaboration in the treatment of communicative disorders.

Skills

### The student uses classroom observation, parental information about clients, cultural, social, and philosophical frame-works, and resources as sources for evaluating the outcomes of treatment and as a basis for reflecting on, and revising practice.

# Dispositions

* The student is committed to reflection as an on-going process.
* The student is willing to seek out information that will enhance his or her professional practices.

### *3.* The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

* The student understands the concept of the “team” in the treatment of communicative disorders.
* The student understands that he or she is only one member on the “team.”
* The student knows that speech and language are only one area influencing in children’s learning.
* The student understands that he or she must consult with other team members to fully develop a “whole-child” perspective on treatment.
* The student knows that his/her treatment is strengthened when various views (of teachers, parents, etc.) are obtained.

### Skills

* The student consults with the parents of his or her client to better appreciate the relevance of therapy goals and objectives, using the counseling techniques learned in class.
* The student shows and awareness of strategies for collaboration through reflective comments within portfolio development or within the reflection paper regarding the interview/observation.
* The student develops a broader perspective on the communicative disorders of his or her clients by listening to the views of parents, colleagues, and instructors.

### Dispositions

* The student shows appreciation and respect for the information provided by parents, teachers, and other professionals.

**Classroom/Exam Accommodations:**

Reasonable accommodations are available for students who have a documented disability. Please notify Mrs. Forster during the first week of classes of any needs based on a disability that may require a reasonable modification in order for you to participate fully in this course. All accommodations should be approved through the Office for Students with Disabilities in the Student Services Center.

Instructors will also accommodate religious beliefs according to UWS 22.03. Please notify C Forster within the first three weeks of the semester regarding specific dates that you will need to change course requirements.

**Academic Misconduct:**

Students are expected to demonstrate ethical behavior within this class. Academic misconduct guidelines will be strictly upheld, which state that all instructors shall report to the committee on Academic Misconduct all instances of what they believe to be academic misconduct. Students are responsible for the honest completion and representation of their work. Please make an appointment to ask for help and clarification when needed.

Submission of work taken directly from another source will be considered plagiarism and grounds for no credit on the assignment. See the current APA guides for correct methods to cite other authors’ work. Students who do not adhere to the standards of academic honesty will face consequences which may include a failing grade and/or suspension or dismissal from UWSP.

**Course Requirements:**

Students are expected to meet the following: **1) *attendance & active class participation, 2) mini assignments, and 3) two main projects as course requirements*.**  *Grading for the CD 776 School Methods course will be on a regular A-F basis (*see “Course Grading” section below*).*

1. **Attendance and active class participation are required**. ***Instructors’ rationale for including***

***attendance/participation as a graded expectation: The temptation to “skip” the 5:00 p.m. class does occur to students, unfortunately. When students miss class, students can get handouts, copy notes, or make up assignments, but they do not gain back what is most important: discussion, questions, explanations by guest speakers, and the thinking that makes learning come alive.*** **Verbal participation in class demonstrates initiative, interest, and a desire to learn to become a professional in this field. Please come prepared for class to be able to discuss content. This class emphasizes DISCUSSION about current issues.**

**Attendance and class participation are worth 2 points per day (total of 30 class periods) for a total of 60 points. To earn the full 60 points, I would encourage you to attend class each day AND participate with “meaty” comments/discussion during the semester.** Excused absences will not be counted against you.The following would be considered excused absences: doctor's signed excuse for personal illness; funeral; and academic, clinic, or campus-related extracurricular activities. Please provide documentation for excused absences.

Students who miss class will be responsible for having a peer audio or videotape a lecture, and for obtaining course content, handouts, lecture notes, etc., from a peer. For additional assistance, an appointment should be scheduled with the instructor.

1. **The Course Instructor will assign specific mini assignments within the class meetings (a maximum of six mini assignments during the semester)**. When requested, the mini assignment would be due to the instructor by a designated and reasonable time/date. Five points will be deducted for each day late for any assignment. If the project is a writing project, each writing assignment should be at least one typed page in length (size 10 Arial font “1 ½ lines” spaced; .8 margins). Each writing assignment should be submitted in hard copy to the instructor AND placed in the D2L drop box to allow students to review their own originality reports for plagerism detection (D2L is now linked with turnitin.com). Students are allowed to turn in a draft to D2L, and, if changes are needed, they should turn in a second final draft to D2L. **These mini assignments will be evaluated using the attached CD 776 course grading rubric for mini assignments worth 25 points (typical value, but may vary depending upon assignment).**
2. **Two main projects (worth 100 points each) will be required.** Five points will be deducted for each day late for any assignment.
   * 1. **First, individually organize your IEP/IDEA 2004 resources effectively so that you can actually use them on the job ☺**
     2. **Main Assignment #1: Teams of three should complete this assignment together. You and your two partners will be given a fully completed Evaluation and IEP packet. Review carefully, so that you will be able to present this at a fake Eval/IEP meeting with Mrs. Forster, as the fake parent. Sign up for a one hour time on Mrs. Forster’s door to hold the meeting. Your mission is to practice and demonstrate your oral communication skills by holding a pretend meeting, explaining each page as if you were explaining it to a real family/parent. *Schedule ahead with me for your group!!!!*  Due on or before November 4, 2016.**
     3. **Main Assignment # 2: Collaborate with one other partner to do this assignment. Your team will be given a client’s ER-A (i.e., the Speech / Language Assessment Report) and ER-B (i.e., the Classroom Teacher Report) assessment reports. A “smart” assessment report should have the info you need to write a good IEP – you should be able to cut and paste the info into all of the sections of the two Eval and IEP packets. Since you (as SLPs) are the Case Manager for this referral ☺, you are in charge of writing all of the Evaluation and IEP paperwork. Write the entire Initial Evaluation and IEP paperwork as if it was a real one, but using clearly fake ID info (e.g. XXX for names, etc.). Due on or before November 18, 2016.**

**Course Grading:**

The student's overall course grade will be based on the following percentages of total points earned at the end of the course.

|  |  |
| --- | --- |
| **Attendance & Active Class Participation** | 2 pts per day X 30 class periods = 60 points |
| **Mini Assignments** | Six (maximum) X 25 (typical value) points each = 150 (approximate) possible points |
| **Eval/IEP Meeting – Oral Presentation** | 100 possible points |
| **Eval/IEP Writing Project** | 100 possible points |
| **Total Possible Points** | **410 (approximate) points** |

The following scale will be used:

A 95.00-100% C 74-77.99%

A- 91-94.99% C- 71-73.99%

B+ 88-90.99% D+ 66.51-70.99%

B 84-87.99% D 61-66.50%

B- 81-83.99% F Below 61.0%

C+ 78-80.99%

***TENTATIVE* COURSE TIME GUIDELINE:**

(topics and assignments are subject to change as needed)

# DATE DAY OF WEEK TOPIC SPEAKER

Recommended Prep: Course pack

Sept 7 Wed **Planning for Semester -- Syllabus C.Forster**

**Portfolio Note: Are you on track with your progress on your School of Educ portfolio? If not, you may wish to take time early in this semester to organize, scan in, add, and reflect upon artifacts from undergrad and past grad courses -- less to do out on your externship next semester ☺**

Recommended Prep: Course pack; Schraeder Chapt 1 & 6 & 9

Sept 12 Mon **School Laws-Introduction C. Forster**

Recommended Prep: Course pack

Sept 14 Wed **School Laws (continued) C. Forster**

Recommended Prep: Course pack

Sept 19 Mon **School Laws (continued) C. Forster**

Recommended Prep: Course pack

Sept 21 Wed **School Laws (continued) C. Forster**

Recommended Prep: Course pack

Sept 26 Mon **School Laws (continued) C. Forster**

Recommended Prep: Course pack

Sept 28 Wed **School Laws (continued) C. Forster**

Recommended Prep: Course pack; Schraeder Chapt 6

Oct 3 Mon **Behavior Management & PBIS Sara Kokko**

**SLP and Autism Consultant/Neenah**

Recommended Prep: Course pack; Schraeder Chapt 3

Oct 5 Wed **IEP Team Process Overview C Forster**

**Note: Choose your teams for the two main Eval/IEP projects. You will need a team of three for the oral project and a team of two for the written project.**

Recommended Prep: Course pack

Oct 10 Mon **Eval & IEP Team Meeting C Witt, S Reeve, S Reynolds, C Forster**

Recommended Prep: Course pack

Oct 12 Wed **IEP Documentation Sondra Reynolds**

**Prev SLP & Pupil Services Director/Manawa**

**IEP Writing Project Note: You should begin to fill in info per page on your written IEP project, as you are learning about each page from Mrs. Reynolds ☺ Hint – don’t wait until the last minute. Do it while it is fresh ☺**

Recommended Prep: Course pack

Oct 17 Mon **IEP Documentation (Continued) Sondra Reynolds**

Recommended Prep: Course pack

Oct 19 Wed **IEP Documentation (Continued) Sondra Reynolds**

**Eval/IEP Oral Project Note: due on or before November 4, 2016.**

Recommended Prep: Course pack

Oct 24 Mon **Determination of Eligibility C Forster**

Recommended Prep: Course pack

Oct 26 Wed **Eligibility (Continued) C Forster**

Recommended Prep: Schraeder Chapt 4; Course pack

Oct 31 Mon **Service Delivery Models Lisa Rychter Amy Fisher**

**Panel of Educational SLPs Kerry Kluck April Brown**

Recommended Prep: Course pack; Schraeder Chapt 1 & 7 & 8

Nov 2 Wed **Collaboration with School Personnel M. Day**

Recommended Prep: Course pack

Nov 7 Mon **Collaboration -- Panel of Educational Team Plover-Whiting**

**Professionals (LD, Reg Educ, SLP)**

**Eval/IEP Writing Project Note: Write your very first Eval/IEP by Friday, November 18, 2016**

Recommended Prep: Course pack

Nov 9 Wed **Billing for Medicaid in the Public Schools C Forster**

Recommended Prep: Course pack

Nov 14 Mon **SLPAs and Paraprofessionals in Schools**  **C Forster**

Recommended Prep: Course pack

Nov 16 Wed **SLPAs and Paraprofessionals (Continued) C Forster**

Recommended Prep: Course pack

Nov 21 Mon **Scheduling Process Jessica Heckel**

**SLP/SPASH (Point)**

Recommended Prep : Course pack

Nov 23 Wed **Scheduling (continued) C Forster**

Recommended Prep: Course pack; Schraeder Chapt 2

Nov 28 Mon **Workload Analysis Approach to C Forster**

**Managing Workload/Caseload in Public Schools**

Recommended Prep: Course pack

Nov 30 Wed **Career Services, UWSP Lauri Martin Keefe**

**Career Specialist for ComD**

Recommended Prep: Course pack

Dec 5 Mon **The Job Interview C Forster**

Recommended Prep: Course pack

Dec 7 Wed **WI DPI Licensure Application Process Maggie Beeber**

**UWSP Educ/DPI Certification**

Recommended Prep: Course pack; Schraeder Chapt 1

Dec 12 Mon **What to Expect in First Years on the Job (from Special Education Director perspective)**

**Laurie Schmidt-Charlesworth**

**Pupil Services Director/New London**

**S Reynolds**

Recommended Prep: Course pack

Dec 14 Wed **WI Professional Development Plan Process**

**(part of WI’s PI-34 Licensure Rule) C Forster**

Recommended Prep: Course pack

Dec 19 Monday 10:15-12:15 **The Handbook (versus a “contract”) C Forster What to Expect**