

Hot Topics in Speech- Language Pathology

Speech-Language Webinar Series

October 3, 2019



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



What's New?

MSHA/MDE Collaborative Webinars

- <https://www.mdek12.org/OSE/Special-Education-Training/Webinars>
 - February 7, 2019 – Writing Effective Goals
- Upcoming date for spring 2020 TBD
- Send topic requests to tlaney@mdek12.org or vp.schools@mshausa.org

MSHA Annual Conference

- Main Conference: April 7- 8, 2020 – Beau Rivage, Biloxi
- Pre-Conference: April 6, 2020
- Teresa Garland is the pre-conference presenter
- Registration is open on this webpage:

<https://www.mshausa.org/>

MSHA Call for Papers

- MSHA call for papers is open.
- Follow the link below to submit a proposal:

<https://www.mshausa.org/conference/call-for-papers/>

State Education Advocacy Liaison (SEAL)

- Mallory Putnam, M.S., CCC-SLP
- SEAL mission: Enhance and perpetuate the advocacy, leadership, and clinical management skills of school-based ASHA members at the state and local levels to influence administrative and legislative decisions that affect SLPs and AuDs in school settings.

State Education Advocacy Liaison (SEAL)

- The SEAL shares information with ASHA, MDE, and MSHA members, serves as a resource for compliance with IDEA, Section 504, and MS guidelines, and mobilizes SLPs and Au.D.s in the schools using the SEAL newsletter and networking opportunities.
- Mallory can be reached at mallory.putnam@gmail.com

SLP Professional Growth System

- **Deep Dive SLP Rubric Training will be 12/6/19 – William Carey Tradition Campus, Biloxi**
- **To sign up, follow the link provided at GoSignMeUp:**
<https://gsmu.mdek12.org/Public/Course/Browse>
- **The SLP rubric can be found here:**
<https://www.mdek12.org/OEE/Speech>

SLP Growth Rubric



MISSISSIPPI EDUCATOR & ADMINISTRATOR PROFESSIONAL GROWTH SYSTEM

SPEECH LANGUAGE PATHOLOGIST GROWTH RUBRIC Evidence Collection Sheet

NOTE: Enter the ratings for each standard into the spreadsheet located in your district's SharePoint folder. See PGS Speech Language Pathologist Growth Rubric for detail explanation of ratings.

- LEGEND**
- 1 = Rarely or never addresses the standard
 - 2 = Occasionally addresses the standard but not at Level 3
 - 3 = Addresses the standard fully
 - 4 = Meets Level 3 and extends impact of the standard

Speech Language Pathologist Name	License Number (circle one)	Grade Levels	Time of Day
	215 OR 216		
Date of Pre-Observation Meeting	Date of Observation	Date of Post-Observation Meeting	
District & School	Observer Name or Signature		
Informal Observation	Formal Observation		Summative Observation
1 2 3 4 5	1 2 3		1

Standard	Collection of Evidence (Description)	Rating (1-4)
DOMAIN I: PLANNING		
1. The SLP plans long term and short-term goals that align with the Mississippi College and Career Readiness Standards.		
<small>(216 licensed SLPs are not qualified to treat language, fluency or voice disorders. The rating of Domain I indicators for 216 licensed SLPs applies to the treatment planning of articulation disorders only.)</small>		
DOMAIN II: ASSESSMENTS		
2. The SLP participates in the team process of identifying students who may need assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services.		
<small>(216 licensed SLPs are not qualified to provide assessment in the areas of language, fluency or voice. The rating of Domain II indicators for 216 licensed SLPs applies to articulation assessments only.)</small>		

SLP Growth Rubric



MISSISSIPPI EDUCATOR & ADMINISTRATOR PROFESSIONAL GROWTH SYSTEM

DOMAIN III: INSTRUCTION

3. The SLP uses delivery options efficiently and effectively and actively engages students in the learning process.

(216 licensed SLPs are not qualified to provide instruction in the areas of language, fluency or voice. The rating of Domain III indicators for 216 licensed SLPs applies to articulation instruction only.)

DOMAIN IV: LEARNING ENVIRONMENT

4. The SLP creates a positive learning environment for students and colleagues; promotes positive interpersonal relationships through open communication, honesty and respect; takes responsibility and conducts self in an ethical manner.

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

5. The SLP meets responsibilities and obligations to students on the caseload; keeps clear and comprehensive records and informs parents and teachers of students' progress; takes responsibility and conducts self in an ethical manner; and provides guidance and leadership in school staff.

STRENGTHS

AREAS OF IMPROVEMENT

SLP Listserv

- Join the SLP listserv to receive registration links to webinars and conferences and other relevant information.
- Go to <https://www.mdek12.org/OSE> and follow the directions to sign up.

SLP Loan Forgiveness

SLP Loan Forgiveness

- **Eight awards given yearly**
- **Full-time students: It pays for tuition and fees, 2 annual awards maximum**
- **Part-time students: It pays for hours enrolled, 3 annual awards maximum**

Scholarship Eligibility

- **Must be a resident of MS for 1 year prior**
- **Must be admitted to a program of study**
- **Must be enrolled in a program of study**
- **Maintain a 3.0 or higher GPA**
- **Copy of an MS driver license**
- **Copy of most recent FAFSA**

When to Apply?

- **Apply October 1 through March 31**
- **The documented deadline is April 30th (June 30th for the letter of acceptance).**

<https://mshausa.org/media/1796/slp-forgivable-loan-information.pdf>

Licensure Update

- Conversations are ongoing with the Office of Teaching and Learning regarding educator licensure for SLPs and SAs.
- If you have CEU certificates to share as examples, please send a copy to tlaney@mdek12.org

215 License Updates

- The ACT requirement has been eliminated from the 215 license endorsement.
- As of March 25, 2019, the completion of a master's degree in communication disorders AND a passing score on the Praxis Subject Area Assessment OR a copy of your ASHA card are the new requirements for the MDE license.

Access for All

Access for All Guide

Access for All Guide Instructional Implementation

17

DEFICIT AREA: ACADEMICS



Reading Comprehension.....	18-20
Word Recognition/Decoding.....	20-21
Auditory or Language Comprehension.....	21-22
Fine Motor Control/Spelling.....	23
Writing.....	24-25
Dyslexia.....	25-26
General Math Strategies.....	26-27
Recalling Facts or Steps in a Process.....	27-28
Word Problems.....	28-29
More Abstract/Complex Mathematical Operations.....	29-30
Basic Math Facts/Foundations Skills.....	30-31

DEFICIT AREA: PHYSICAL



Hearing.....	32-33
Vision.....	33-34
Chronic Health Problems, Congenital Conditions, and Head Injuries.....	34

DEFICIT AREA: SPEECH/LANGUAGE



Speech Impairments.....	35-36
Language Impairments.....	36-37

Speech Impairments

DEFICIT AREA: SPEECH/LANGUAGE

Speech Impairments



Questions that Address Potential Areas of Difficulty for the Learner

1. Articulation
2. Fluency/Stuttering
3. Voice
 - Is the student difficult to understand when speaking?
 - Does the student need more time to communicate his or her wants and needs?
 - Does the student speak at an appropriate rate with appropriate volume, pitch and voice quality?

Possible Accommodations and/or Modifications

Articulation

- Alternate means of communication, such as augmentative or alternative communication devices, sign language, or communication boards
- Model good speech production in the classroom
- Reinforce accurate production of speech sounds

Fluency/Stuttering

- Reinforce instances of “easy speech” in the classroom
- Allow longer oral response time
- Avoid telling students to “slow down” when participating in group discussions
- Discuss fluency concerns with speech-language pathologist

Voice

- Encourage appropriate use of voice in the classroom
- Help student reduce instances of yelling or throat clearing

Language Impairments



DEFICIT AREA: SPEECH/LANGUAGE

Language Impairments

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty following directions?
- Is the student able to answer questions with an appropriate response? For example, do *where* questions yield *place* answers?
- Does the student seem to understand what is being said?
- Does the student use age-appropriate vocabulary

Possible Accommodations and/or Modifications

- Shorten and/or modify oral directions
- Allow longer response time
- Provide visuals to enhance explanation of new material, especially with abstract concepts
- Give written directions or visual cues for verbal directions
- Obtain students' attentions before giving a direction
- Assist student in giving correct responses by accepting his or her answers and expanding, or giving the student an opportunity to explain his or her response
- Simplify question forms by asking basic questions, one at a time

Fine Motor/Spelling

DEFICIT AREA: ACADEMICS



Fine Motor Control/Spelling

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty with handwriting or spelling?
- Does the student have large handwriting that does not stay within the lines?
- Does the student have small, cramped handwriting?
- Is the student's handwriting legible?
- Does the student have difficulty with cursive handwriting?
- Is the student's handwriting slow and labored?
- Does the student have predictable spelling patterns?
- Does the student have difficulty spelling irregular or multisyllabic words?
- Does the student have difficulty spelling words while writing?

Possible Accommodations and/or Modifications

- Allow the student to write directly in the workbook or on a copy of the workbook page
- Provide an outline where students have less to write
- Reduce the amount of written work
- Grade content and mechanics separately in written assignments
- Allow students to use a word processor or iPad with specific software (such as text to speech)

Goal Writing for Related Service Providers

Case Study: Developmental Delay

A four-year-old child with a developmental delay in communication, fine and gross motor, and adaptive, in addition to an articulation ruling, will receive special education services with related services in occupational therapy, physical therapy, and speech therapy. The child exhibits difficulty with all pre-writing strokes (ELA.L.PK4.2c), pencil grip, cutting skills and buttoning skills. She demonstrates decreased palmar arches which indicates intrinsic hand weakness. These skills negatively impact her ability to perform classroom tasks such as formation of letters when writing. Spatial awareness during gross body movement affects motor planning during whole-body exercises. Articulation errors have had a negative impact on phonological awareness skills, and receptive and expressive language delays cause her difficulty in understanding and answering questions and in verbalizing her wants and needs.

Physical Therapy Targets

- Negotiating the school – walking patterns, stair climbing, opening/closing doors and up/down ramps
- Posture – does not sit properly during centers or group time on the rug, slumps frequently or loses balance while sitting
- Transition skills – walking in classroom line, transferring safely from different locations
- Sensory processing – poor body awareness, fearful of rapid movement activities
- Self-care skills – transferring on/off toilet, getting backpack on/off, etc.

Physical Therapy Goal

Annual Goal – In 36 weeks, student will ambulate all distances within the school environment independently without physical or verbal cues, manipulating all doors, stairs, and ramps on 3 of 4 attempts.

- STIO 1 – In 9 weeks, student will independently perform getting backpack on/off and toilet transfers, on 3 of 4 attempts.
- STIO 2 – In 18 weeks, student will independently sit in a regular classroom chair without slumping or loss of balance for 15 minutes, 3 of 4 attempts.
- STIO 3 – In 27 weeks, student will identify the following spatial relations: Right/left, up/down, and over/under, on 3 of 4 attempts with verbal or physical cues.

Speech Therapy Targets

- Production of /s/ in all positions of words in sentences
- Phonological awareness skills
- Asking and answering questions
- Verbalizing wants and needs

Speech-Language Therapy Goal

Annual Goal: By the end of the 2019-2020 school year, when given verbal, tactile and/or auditory cues, the student will produce the “s” sound in initial, medial, and final position of words in sentences with 80% accuracy, when given a list of 20 sentences with /s/ in each position of the word, on 2/2 consecutive sessions. (ELA.SL.PK4.2)

- STIO 1: By the end of the first nine weeks, when given verbal, tactile, and/or auditory cues, the student will produce the “s” sound in initial, medial, and final position of syllables with 80% accuracy, on 2/2 consecutive sessions.
- STIO 2: By the end of the second nine weeks, when given verbal cues, the student will produce the “s” sound in initial, medial, and final position of words with 80% accuracy, when given a list of 20 words with /s/ in each position, 2/2 consecutive sessions.
- STIO 3: By the end of the third nine weeks, the student will produce the “s” sound in initial, medial, and final position of words in phrases with 80% accuracy, with verbal, tactile, and auditory cues, 2/2 consecutive sessions.

Speech-Language Therapy Goal

Annual Goal: By the end of the 2019-2020 school year, the student will categorize 50 pictures of common nouns into 5 categories with 80% accuracy, with visual, verbal, and tactile stimulus, 2/2 consecutive sessions. (ELA.L.PK4.5a)

- STIO 1: By the end of the first nine weeks, the student will point to 50 pictures of common nouns with 80% accuracy, when given a choice through picture presentation, 2/2 consecutive sessions.
- STIO 2: By the end of the second nine weeks, the student will name 5 same and 5 different attributes of the 5 categories with 80% accuracy, with visual, verbal, and tactile stimulus, 2/2 consecutive sessions.
- STIO 3: By the end of the third nine weeks, the student will categorize 30 pictures of common nouns into 3 categories with 80% accuracy, with visual, verbal, and tactile stimulus, 2/2 consecutive sessions.

Occupational Therapy Targets

- Fine motor: scissor skills, pre-writing, in-hand manipulation skills, grip patterns and hand strength
- Self-help skills: buttoning, putting on and taking off shoes and socks, toileting skills
- Sensory: Increased awareness of body and tactile awareness while writing and cutting

Occupational Therapy Goal

- By the end of the 2019-2020 school year, the student will (imitate)* 5/6 pre-writing strokes (vertical line, horizontal line, circle, cross, square and triangle) after a (visual demonstration)*, $\frac{3}{4}$ attempts. (ELA.L.PK4.2c)
- By the end of the 1st 9 weeks, the student will imitate a circle with closed edges within $\frac{1}{4}$ ", 3 out of 4 attempts.
- By the end of the 2nd 9 weeks, the student will imitate a cross with lines that intersect and are perpendicular to each other, within 20 degrees after a visual demonstration, 3 out of 4 attempts.
- By the end of the 3rd 9 weeks, the student will imitate a square with all edges closed and will each end within $\frac{1}{4}$ " of each other after a visual demonstration, 3 out of 4 attempts.

**these are modifiers than can be used to change the level of the goal.*

OT Goal Writing

Standards Commonly Used	Activity	Modifier	Quantify the Assist	Level of Assist	Measure
W.K.1 RF.1.1 L.1.1 W.1.6	Writing Typing	___/26 uppercase/lowercase letters ___/10 numbers ___/___ word formation components (correct letter case, letter height and placement) ___/___ sentence components (Beginning capitalization, letter height, placement on the baseline, spacing between words and ending punctuation mark)	With _____ With no more than _____	Dictation Visual model Verbal cues Visual demonstration Tactile cues Hand over hand assist	___ out of ___ trials ___% accuracy
	Cutting	Width of the line (3mm/15mm) Line, circle, square Position scissors	With _____ With no more than _____	Verbal cues tactile cues Hand over hand	___ out of ___ trials ___% accuracy deviations greater than _____.

OT Goal Writing

Standards Commonly Used	Activity	Modifier	Quantify the Assist	Level of Assist	Measure
Not linked	Self care: buttoning, zipping, hooks	Buttoning boards, toileting skills	With ____ With no more than ____	Tactile cues verbal cues hand over hand assist with vision/ without vision	____ out of ____ trials ____% accuracy overall
Linked to the skill that is supported	Sensory tactile, visual, proprioception	(Link these to other the activities of writing, cutting, visual skills and self care.)		Picture chart Tactile cues Verbal cues Hand over hand	
RF.K.4 RF.1.4 RF.2.4	Visual skills	Tracking, visual memory, visual sequential memory, visual closure, visual figure-ground		No finger Use of finger Visual tracker Timed Untimed	____ out of ____ trials ____% accuracy overall Words or letters per minute

OT Goal Examples

Writing:

- (W.K.1) By the end of the school year, the student will imitate from a visual model 20/26 uppercase letters and 18/26 lowercase letters with correct formation.

Sensory:

- By the end of the school year, the student will increase tactile awareness using sensory awareness tasks to hold a pencil with an emerging static tripod grip on 3 of 4 trials.
- By the end of the school year, the student will increase vestibular processing and use of adaptive seating to minimize out of seat behaviors to no more than 3 per day.

OT Goal Examples

Cutting:

By the end of the school year, the student will cut out a circle with line width of 15 mm or less with no more than 3 deviations greater than 1/2" and minimal assistance to position the scissors correctly.

Self care:

By the end of the school year, the student will button his pants independently during toileting task on 3 of 4 trials.

Visual:

(L.K.1) By the end of the school year, the student will track left to right without losing his place no more than 3 times using a visual tracker.

Things to Remember

Baseline:

When provided with a visual demonstration of the letter, the student is able to imitate 5/26 uppercase letters and 0/26 lowercase letters with correct formation using an emerging static tripod grasp $\frac{1}{4}$ attempts. The expectation for production of letters is 15/26.

Annual Goal:

By the end of the school year, when given a visual model, the student will imitate 20/26 uppercase and 18/26 lowercase letters with correct formation.

Things to Remember

- It should be stated in the PLAAFP how deficit skills such as fine and gross motor, visual motor, sensory perception, speech/language and visual skills negatively impact their functioning in the classroom and what skills are affected.
- Align goal to a Standard, if possible (language, articulation, writing, visual and some sensory goals that relate to those areas).
- Some goals are functional performance goals that may not be aligned to a Standard (voice, cutting, self-care).
- This information is produced from screeners, data collection and evaluations administered by the therapist, teacher or other paraprofessionals.

Things to Remember

- Delineation for the need to include OT, PT and Speech Therapy as skilled services should be outlined in the PLAAFP.

Example: Due to lack of fine motor coordination and strength, this student demonstrates poor pre-writing and writing skills. Skilled OT services are needed to address the developmental sequence and processes needed to obtain these skills.

References

<https://www.mdek12.org/sites/default/files/documents/OAE/OAE/2019-access-for-all-guide.pdf>

<https://mshausa.org/media/1796/slp-forgivable-loan-information.pdf>





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DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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