

SLP Professional Development

Oct 2015 Planning and Notes

ASHA Extensions

1. Discuss role and jurisdiction of ASHA vs. DOE vs. BASLP
2. Model access/search for journal articles and select one for review at a future meeting
3. Guide SLPs through practice portal topics and resources

Poverty Extensions

1. Watch videos as group and brainstorm ways to support teachers.
2. Provide 'quiz' questions for SLPs to answer and discuss
3. Share examples of Tier 2 word supports and develop information and resources for teachers

Fast Mapping Extensions

1. Read other articles about fast mapping
2. Discuss activities that can be used with specific ages
3. Attempt fast mapping as part of an evaluation and discuss (grand rounds)

Dynamic Assessment Extensions

1. Read other articles about fast mapping
2. Discuss activities that can be used with specific ages
3. Attempt fast mapping as part of an evaluation and discuss (grand rounds)

Narrative Assessment Extensions

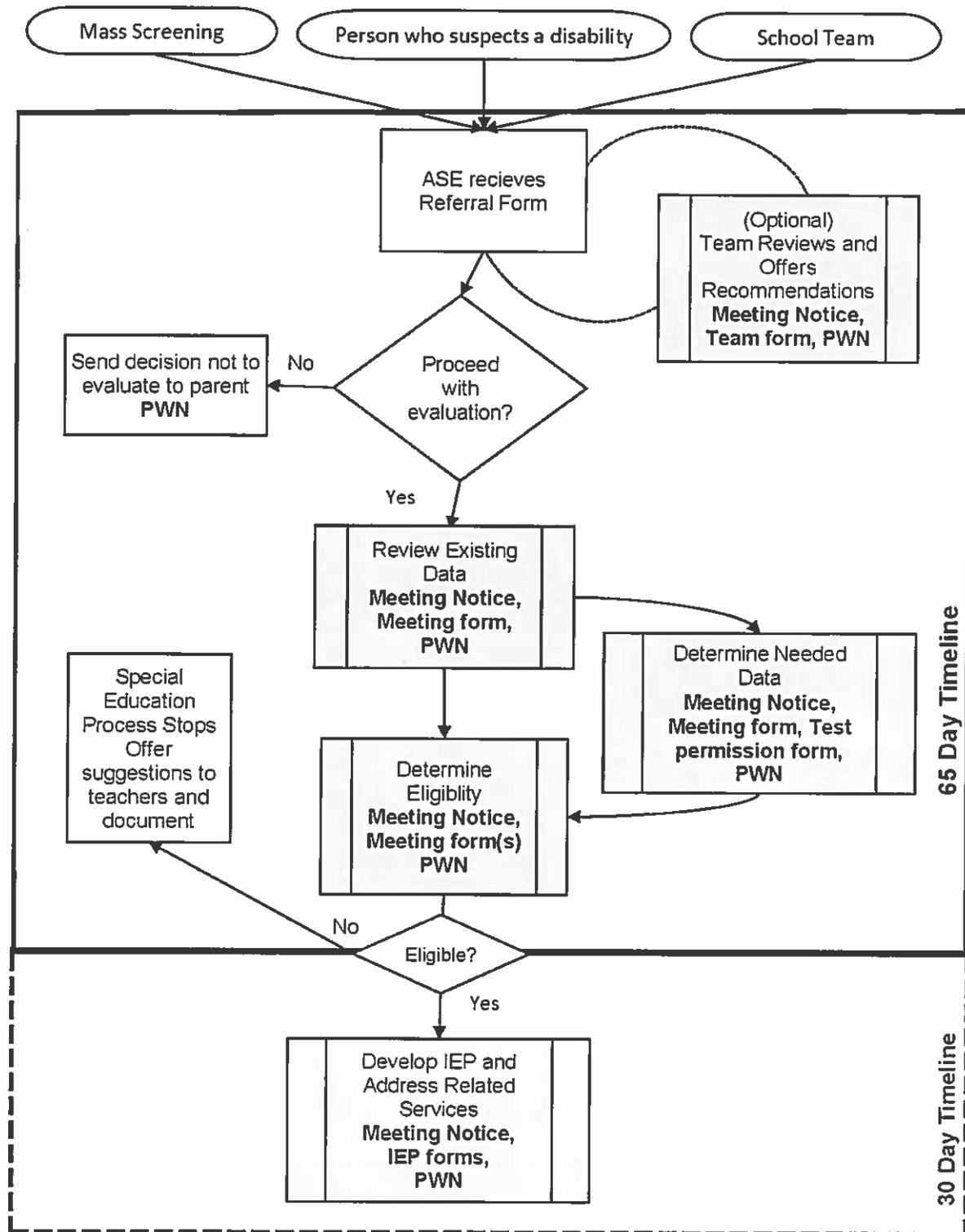
1. Use SLAM cards and scoring protocol to work through real student stories
2. Discuss "teach" activities that can be used by SLP
3. Develop "report language" to describe performance on post story questions

AAC Extensions

1. Train staff to use AAC supports such as AT considerations, SETT framework, and ACE communication tools
2. Review best practice for IEP teams in evaluation and device selection

TO DO List:

Referral, Evaluation and Eligibility Process



Legend

- IEP team composition
- General Education process

VDOE SLP Video Module Expansion Activities Type 1 Professional Development

A Local Education Agency (LEA) may offer continuing education opportunities that meet the requirements for both Board of Audiology and Speech Language Pathology (BASLP) and American Speech-Language Hearing Association (ASHA). The examples provided may assist LEAs in providing Type 1 continuing education events for school based SLPs. The extension activities below may be used in conjunction with VDOE SLP video modules that are available at no charge on the VDOE web site.

Narrative Language Overview

Assign staff to watch the Narrative Language Overview video (30 min) then:

- Review *Narrative Analysis Scoring Protocol for Picture Prompted Stories*
- Discussion about writing evaluation info in report
 - Have group come up with multiple examples of how to write this (so that we demonstrate that there is not only one way)
 - Generating a basic template for the school division might be an appropriate task
 - Headings + parenthetically the types of things that should/could be included in each section)
- Selecting Goals
 - How to select
 - How to write
- Developing Treatment plans
- Group: Scenario and problem solving (an opportunity for SLPs to raise concerns that they may have and the GROUP thinks about how to address these -not lead SLP answers all questions)

Macrostructure

- Analysis using *Narrative Analysis Scoring Protocol for Picture Prompted Stories*:
 - Practice on a story transcript as an entire group For which a KEY is available for the lead SLP
 - Practice on a story transcript in small groups
 - Together the large group creates the key (Or decides the answers)
 - Practice using a story from a student
- Report writing discussion
- Group: Scenario and problem solving (an opportunity for SLPs to raise concerns that they may have and the GROUP thinks about how to address these)

Microstructure

- Topics for further discussion &/or working through examples include
 - Elements of cohesion
 - Referential
 - Conjunctive
 - Pronominal
 - Literate Language
 - Elaborated Noun Phrases
 - Identifying verb complexes
 - Sentence Patterns
 - Identifying independent and dependent clauses
 - Different types of complex sentences
- Taking turns explaining differences between elements of microstructure to build confidence
- Analysis using *Narrative Analysis Scoring Protocol for Picture Prompted Stories*
 - From a sample provided
 - Identify mental state verbs
 - Identify conjunctions and pronouns used for cohesion
 - Analyze transcripts provided from different levels (early & later elementary and middle school) and compare differences
- Group: Scenario and problem solving (an opportunity for SLPs to raise concerns that they may have and the GROUP thinks about how to address these –not lead SLP answers all questions)

Sampling Utterances Grammatical Analysis Revisited (SUGAR)

- Practice manipulating a list of utterances to
 - Determine number of utterances
 - Count morphemes
 - Total number of words
 - Mean Length of Utterance (MLU)
 - Words per sentence
 - Clauses per sentence
- Analysis of transcripts at different levels with Keys provided
 - 3 yrs old
 - 5 yrs old
 - 7 yrs old
- Transfer of data to Language Sample Analysis Master for analysis of noun and verb phrase data and comparison to norms
- Group: Scenario and problem solving (an opportunity for SLPs to raise concerns that they may have and the GROUP thinks about how to address these)
- Evaluation report writing

Narrative Analysis Scoring Protocol for Picture Prompted Stories

TASK INFORMATION

Stimuli: SLAM cards Bunny Puppy Cell Phone Baseball Other Source : _____

Elicitation Context

Verbal

- Model of story provided (story retell task)
- No story model provided (story generation task)

Pictures sequenced by

- Student
- SLP

Transcription

Write the student's utterances on page 2 and complete columns for Macrostructure and Microstructure. Do not transcribe phonetically.

Additional Supports Required

- Redirection - focusing attention to task
- Encouragement to begin or continue
- Clarification after student question
- Other: _____

Using information from page 2, complete the Macrostructure and Microstructure sections.

MACROSTRUCTURE

Setting information present: Yes No
 Total number of Initiating Events _____

Indicate the episodic complexity for each episode by placing a tally mark below.

<u>No episodic structure</u> Setting/Characters (3-4 yrs) Action Sequence (4-5 yrs)	<u>Incomplete</u>	<u>Minimally Complete</u> 5 yrs	<u>Complete</u> 6 yrs	<u>Expanded Complete</u>	<u>Complex</u> 7+ yrs
#	#	#	#	#	#

MICROSTRUCTURE

Lexical Diversity

List mental state verbs used. If verbs are repeated, indicate number of times each is used.

Interesting vocabulary used:

Cohesion

	Correctly	Incorrectly
Conjunctions used:		
Pronouns used:		

Sentence Pattern

_____Independent clauses (complete idea that stands alone or a simple sentence)
 + _____Dependent clauses (Ideas that cannot stand alone)

_____ Total # of Clauses ÷ _____ Total # of Utterances = _____ Clausal Density Value

Directions:

Write each utterance on a line. Do not transcribe phonetically. Represent unintelligible words using an X.
Macrostructure Analysis: Indicate the story grammar element for each utterance. Draw a wavy line across the table at the start of each new episode. Indicate Episodic Complexity for each episode in the space provided. **Microstructure Analysis:** Identify mental state verbs, and conjunctions and pronouns used. If complete independent and dependent clauses are present indicate with a tally mark.

Utterance #	Student utterance	Story Grammar Element	Episodic Complexity	Mental State Verbs Used	Conjunctive Cohesion	Pronominal Cohesion	Independent Clause	Dependent Clause
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

Setting (S) introduces the main characters, time, and place
Initiating Event (IE) Occurrence (includes mental state verbs) that influences the main character(s) to action.
Internal Response (IR) Thoughts/feelings of the main character in response to the IE.
Plan (P) Indicates the intended action of the main character.

Attempt (A) The actions of the main character in pursuit of the goal.
Consequence (C) The achievement (or not) of the goal, as well as any other events or states that might result.
Reaction (R) Any emotional or evaluative response of the main character to the preceding chain of events.
Ending (E)

No Episodic Structure no causal relationships) aka. heaps, chains, sequences	Incomplete IE + A or C (2 parts)	Minimally Complete IE + A + C (3 parts)	Complete IE + [any 2 IR,A,P] + C (4 parts)	Expanded Complete Complete + extra parts	Complex Multiple episodes or all parts
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