



**VDOE LEAD SLP Conference
Oct. 22, 2015**

Professional Development

<p>Professional Development (PD) LEA may offer PD that provides</p> <ul style="list-style-type: none"> • Type 1 hours • ASHA CMH • VDOE recertification points <p>Recruitment and retention incentive Improve skills and use of EBP</p>	<p>Methods for Delivery</p> <p>Face to Face</p> <ul style="list-style-type: none"> • Staff trainings • Focusing on SLP content <p>Virtual</p> <ul style="list-style-type: none"> • Online learning <p>Combination of methods</p>
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Combination Methods

Use existing videos and modules and provide support to increase learning hours.

1. Require staff to view module
2. Require pass on knowledge check
3. Meet to discuss method shown
4. Conduct “extension activity”

SLP Licensure: Board of Audiology and Speech Language Pathology (BASLP)

Communicating with BASLP

Provide e-mail to BASLP

- Fee reduction
- Important information
 - New regulation
 - New guidance

Website “News and Updates”

BASLP Licensure

SLPs must have licensure in hand

Only practice in appropriate settings

Violation of the regulations may result in

- Sanctions
- Reporting to the national provider databank

<p align="center">Professional Expectations</p> <ul style="list-style-type: none"> • When signing the applicant attests to knowledge of regulations and requirements • When completing the licensure renewal (on-line or paper), the applicant attests that CE hours are completed as required 	<p align="center">Continuing Education</p> <ul style="list-style-type: none"> • Current requirements for 30 hours over 2 years • CE extensions must be requested prior to licensure renewal date of Dec. 31st • Signature on renewal form indicates CE is already completed • Certificates for Type 1 hours are recommended
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Certificates for Type 1

Attendee name
Sponsoring LEA or organization

Topic(s) or short descriptions

Date(s) and hours (Single event or Cumulative series)

<p>Provisional Licensure</p> <p>Applicants may seek this prior to employment</p> <p>Supervisor should communicate with the BASLP when agreeing to supervise</p>	<p>BASLP Supervision Requirements</p> <p>3 years of active practice</p> <p>If employment change occurs, supervisor should notify the board</p>
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Provisional Supervision

“The amount of supervision should be based on the experience level of the individual being supervised. It is the responsibility of the licensee to notify the Board if a change in supervision occurs. The Board recommends that a supervising SLP notify the Board if they are no longer able to supervise a licensee with a provisional license.”

Leslie Knachel, Executive Director BASLP

ASHA Reminders

Today’s conference can be used to satisfy:

- BASLP CE Requirements
- VDOE Licensure Renewal
- ASHA CCC-SLP Certification Maintenance Hours

CMH	CE	CEU
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ASHA	BASLP	VDOE

The Impact of Poverty

Why Does The Gap Persist?

*“Three-year-old children in professional families had a vocabulary as large as that of the **parents** in the study who were on welfare.” Barton, 2004* Early Language Experiences: Quantitative and Qualitative Differences (Hart and Risley, 1995)

	Words heard/hour	Words heard/4 yrs	Affirmatives/hour	Prohibitions/hour
Professional Family	2,153	45 million	32	5
Working Class	1,251	26 million	12	7
Welfare	616	13 million	5	11

Hart and Risely

Cumulative Language Experiences:

- The 30 Million Word Difference
- The Effects of Weaknesses in Oral Language on Reading (5.2 yrs.)

The Impact of Poverty

- Maternal depression results in lower levels of warmth and responsiveness
- Each hour of TV leads to reduction in adult and child word counts and joint attention
- Socialization toward interdependent behavior and external control
- Likely deficits in:
 - Personal efficacy behaviors
 - Perseverance & self talk
 - Information Capital (knowledge based reasoning & analytic thinking)
 - Tier 2 words (high FQ not domain specific – similar, fortunate)

Tier 2 Words

Words that are used in text and during classroom discussions.

Instruction in general education should address these needs

Search “Tier 2 Vocabulary”

<https://www.flocabulary.com/wordlists/> www.hpcsd.org/district.cfm?subpage=29208

<p>Consider Home Culture</p> <ul style="list-style-type: none"> ▪ Examine experiences with ▪ Locus of control for behavior ▪ Structure and use of routines ▪ Use of rigid time limits ▪ Temporal concepts (first, next, then) ▪ Language and story use 	<p>Document Explicit Instruction</p> <ul style="list-style-type: none"> ▪ Tier 2 words ▪ Temporal concepts ▪ Narrative Use (stories) ▪ Executive functioning skills ▪ Planning ▪ Self regulation ▪ Choice making
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 **Increasing Oral and Literate Language Skills of Children in Poverty** (ASHA DVD and book by Celeste Roseberry-McKibbin) 4 hour DVD

Important Notes

When purchased by SLP available for ASHA CEUs

When borrowed from TTAC Libraries use for:

- Type 1 and CMH
- Type 2

Dialect Use and Language Variation

- Students from all SES groups use dialects and language variations
- May refer to local or regional dialect as “language of the community”
- Must differentiate language difference from disorder

Language and Culture Resources

- VDOE videos on language and culture in the classroom by Dr. Anne Charity-Hudley
 - Persistent difficulty achieving in schools (4 videos)
 - How language variation impacts reading achievement (4 videos)

Important Quiz Questions

- ✍ SLP borrows Children in Poverty video and book from TTAC and watches it alone.
This experience may be used for: _____
- ✍ Lead SLP borrows Children in Poverty video and book from TTAC and shows it during a LEA staff development day. This experience may be used for: _____
- ✍ How can the SLP get ASHA CEU's for the Children in Poverty video and book experience?
- ✍ How can SLPs get continuing education credit for watching the language and culture videos?

Medicaid Updates

<p style="text-align: center;">Transition to ICD 10</p> <p>Oct 1, 2015 requirement to use ICD 10 www.icd10data.com to translate ICD 9 code to ICD 10 options Must be selected by SLP</p> <ul style="list-style-type: none"> • Describe “what you are doing” • Not selected by computer or office staff 	<p style="text-align: center;">ICD 10 Reminder</p> <ul style="list-style-type: none"> ✓ Provide code for your treatment – NOT original diagnosis ✓ ASHA webinar is not aligned with Virginia state plan
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For Example

A child with Down’s syndrome is being seen for language therapy. The code selected to represent the SLP treatment session should be for:

- Down’s Syndrome
- Language
- Articulation

Does the LEA get paid for each Medicaid session? _____

<p style="text-align: center;">Medicaid Information</p> <p>Fee for Service</p> <ul style="list-style-type: none"> • Not for School Medicaid <p>Medicaid Administrative Claiming</p> <ul style="list-style-type: none"> • Payment for other activities <p>Random Moment Time Study</p> <ul style="list-style-type: none"> • Calculation of state average of time spent 	<p style="text-align: center;">Cost Based Settlement</p> <p>Did you bill for ALL sessions that met requirements?</p> <ul style="list-style-type: none"> ✓ Student eligible ✓ Qualified provider <ul style="list-style-type: none"> • Apply RMTS data • Calculate funds
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Graduate Students

- Graduate students are NOT qualified providers but they do NOT negatively impact the cost settlement process
- Document non-qualified provider status in notes to ensure no penalty

Important True / False Quiz Questions

- ✍ When an SLP has a graduate student and the session is not billable to DMAS the LEA loses funds. _____
- ✍ When an SLP gets overworked and doesn't do their Medicaid billing paperwork the LEA loses funds. _____
- ✍ When a provide gets a "random moment" and doesn't answer is hurts all school divisions in Virginia. _____

SLP Probes for Language: Evidence Based Assessment and Therapy Practices

SLP Probes

- History and Background
- Dynamic Assessment
- Language Sample Analysis
 - Narratives (Retells and personal generation)
 - Conversation
 - Observation of Communication

History and Background

- Demographic information
- Reason for evaluation
- Behavior Observations
- Historical information
- Critical Questions/Interviews
 - Parent
 - Teacher
 - Student

Language Background

- Essential in order to document the presence of a language disorder.
- Identifies many factors impact performance
- Documentation may:
 - Explain a delay in language development
 - Assist the team in differentiating between a delay, disorder, or normal language development

Parents Critical Questions (from Dr. Cate Crowley)

- Acquisition
- Parent education
- Family history
- Significant changes
- Comparisons and validity of results
- Examples from family

Teacher Critical Questions

- Supports
- Strengths and weaknesses
- Work samples
- Comparisons
- Validity of findings
- Analysis of "adequate instruction and supports"

1. What questions do you already ask?
2. What questions will you add to the parent interview?
3. What questions will you add to the teacher interview?

Dynamic Assessment

📖 VDOE Citation:

“Dynamic assessment measures how a student responds to intervention and the difference between what the student can learn unaided, and what he or she can learn with assistance. ... These methods can help identify learning potential and eliminate bias for students with cultural and linguistic differences or socio-economic risk factors.” (VDOE Guidance on Evaluation and Eligibility, 2013, p 12)

Dynamic Assessment Methods Include:

1. Graduated Prompting
2. Testing Limits
3. Test-Teach-Retest

** Use with any type of task to examine potential for learning / growth

Dynamic Assessment Measures

Formal Systems

- Dynamic Assessment and Intervention Kit
- PEARL Decoding and Comprehension
- Other purchased tools

Informal Systems

- School Age Language Measures (SLAM)
- Story Champs
- Test-teach-retest using decontextualized assessment as the first “test”

Dynamic Assessment Considers

- Mediated Learning Strategies
- Modifiability / Responsiveness
 - Prompts
 - Errors
 - Confidence
 - Rate
- Effort (child and adult)

Rating Responsiveness: video clip activity

<http://leadersproject.org/media/video/preschool-disability-evaluation-module-13-appropriate-assessment-procedures-part-2> (view from 16:03-18:00)

Semantic Knowledge

Static Assessment

- Vocabulary tests measure exposure to words
- Highly effected by SES and mother’s education

Dynamic Assessment

- Measures ability to learn new words
- Differentiates WNL from SLI
- Fast Mapping (Dollaghan, 1987)

Fast Mapping

📖 Dollaghan, C. A. (1987). Fast Mapping in Normal and Language-Impaired Children. *J Speech Hear Disord*, 52(3), 218-222. doi: 10.1044/jshd.5203.218.

Why did Dollaghan's study use nonsense words? _____

Fast Mapping

- Nonsense words are 100% novel to ALL children
- Measures the ability to learn novel words from exposure rather than vocabulary tests that differentiate socio-economic classes

<http://leadersproject.org/media/video/preschool-disability-evaluations-module-31-dynamic-assessment-fast-mapping-introduction> (view 1:08 to 2:45)

What can you learn from this?

- Personal Efficacy Behaviors (Self talk, perseverance, etc)
- Attention
- Imitation
- Problem Solving
- Memory
- Emotional state

Narrative Resources

Modules and Knowledge Checks

- Narrative Analysis (3)
- Sampling Utterances Grammatical Analysis Revised (SUGAR) (5)

SLAM Cards

Developed by Cate Crowley (Leaders Project)

Use for story generation and retells

- Baseball (Secondary)
- Lost Cellphone (Secondary)
- Bunny (Pre-K and Elementary)
- Dog Comes Home (Pre-K and Elementary)

ACTIVITY: Place the story cards on your table in order

Post Story Questions

- Questions provided to probe additional areas
- There is no single correct answer
- Consider culture and experiences of the student
- Consider the rationale provided and examine flexibility in thinking

Post Story Questions

- Included in card set
- Address areas including: theory of mind, prediction, inference skills, and culture

Dynamic Assessment

Consider using School-age Language Assessment Measure (SLAM) cards for dynamic assessment

1. TEST: Have student order cards and tell the story
2. TEACH: Provide mediated learning for areas that are weak
3. RETEST: Have student order second set of cards and tell the story

Before Assessing Students	While using SLAM Cards
<p>Use with typically developing students to get a sense of what is “WNL”</p> <ul style="list-style-type: none">• Language• Order of images• Cultural expectations <p>Become familiar with the pictures and suggested order</p> <p>Consider areas examined by additional questions</p>	<p>Record stories for later transcription and analysis</p> <p>Consider alternate story order</p> <ul style="list-style-type: none">• Examine rationale• Examine flexibility in thinking <p>Additional questions</p> <ul style="list-style-type: none">• Record for later transcription and analysis• Insight into cultural and linguistic differences

Dynamic Assessment: Teach Phase

Identify areas for Mediated Learning
Provide explicit instruction and strategies
Retest using second set of cards
Assess student modifiability or responsiveness

- Errors
- Prompts
- Confidence
- Disruptions
- Rate

Narrative Protocol Form

- May assist SLPs in documenting narrative assessment
- Provides structure to guide analysis
- May be kept in files as documentation



www.bilinguistics.com

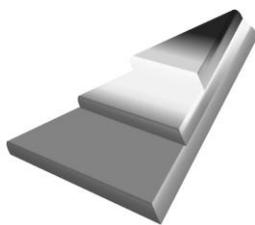
→ Resource Library

→ Free Speech Therapy and Evaluation Materials

1. Dynamic Assessment Protocol
2. Common Syntactic and Semantic Errors for ELLs
3. Apples to Apples (milestones for any language)

VTSS, Rtl, Pre-Referral Intervention

If there is only one path, why would anyone go a different way? _____



Tier 1	Tier II	Tier III
Universal	Targeted	Intensive
GOAL: 100% of students achieve at high levels! Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students	GOAL: No more than approximately 20% of students needing supplemental instruction in addition to the core instruction to achieve benchmarks.	GOAL: 0-5% of students needing intensive, individualized instruction in addition to core and supplemental instruction in order to achieve benchmarks.
Tier 1 is effective if <i>at least</i> 80% are meeting benchmarks	Tier II is effective if at least 70-80% of students improve performance (i.e. gap is closing toward benchmark and/or progress monitoring goals)	Tier III: is effective if at least 70-80% of students improve performance (i.e. gap is closing toward benchmark and/or progress monitoring goals)

General Education Interventions

- Not special education
- Document “no suspicion of a disability”
- Follow LEA permission rules
- Use different name to represent
 - Sounds Breakers
 - 5 Minute Kids
 - Story Champs

<u>Oval: General Education Team</u>	<u>Referral for Evaluation</u>	<u>Optional Team Review</u>
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Complex Communication Needs and AAC

Effective Communication FAQ (Federal Guidance from DOJ and DOE)

- Dear Colleague Letter Released Nov. 2014
- FAQ (30 pgs.) covers multiple questions
- Parent Fact sheet also available
- Effective Communication is a civil right for those with hearing, vision, or speech disabilities

Effective Communication

When determining what is appropriate for that student, the school must provide an opportunity for the person with the disability (or an appropriate family member, such as a parent or guardian) to request the aid or service the student with a disability thinks is needed to provide effective communication.

Next Steps

Read the Letter and FAQ

Discuss with LEA leadership

Increase awareness for SLPs serving those with complex communication needs and strengthen assessment and report writing

NSBA warns that:

The Dear Colleague Letter and FAQ risks:

1. Encouraging litigation by erroneously declaring a legal standard in only one of the 11 federal circuits to be the law across the country;
2. Dismantling the collaborative IEP process by replacing the educational determinations of a team of school experts and parents with parental preference, regardless of a student's educational needs;
3. Disrupting activities, services, and programs for students by failing to assess whether aids and services are proven and effective, risk being interruptive to others, or are otherwise educationally ineffectual; and
4. Burdening schools, administratively and financially, by failing to establish clear, appropriate, and judicially recognized legal standards.

ASHAs Response

- IDEA Process
- Funding
- Use of EBP
- Expectations, UDL, and current supports in schools
- Recommendations provided

Links

- www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf
- www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf
- www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-parent-201411.pdf
- http://www.researchgate.net/profile/Russell_Lang/publication/266618207_The_only_study_investigating_the_rapid_prompting_method_has_serious_methodological_flaws_but_data_suggest_the_most_likely_outcome_is_prompt_dependency/links/545a83540cf25c508c31951e.pdf
- <http://blog.asha.org/2015/05/19/the-pseudoscientific-phenom-facilitated-communication-makes-a-comeback/>
- <http://www.thinkingautismguide.com/2010/06/questionable-autism-approaches.html>
- http://www.science20.com/countering_tackling_woo/blog/why_rapid_prompting_method_still_doesn%E2%80%99t_pass_evidencebased_test-68146

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

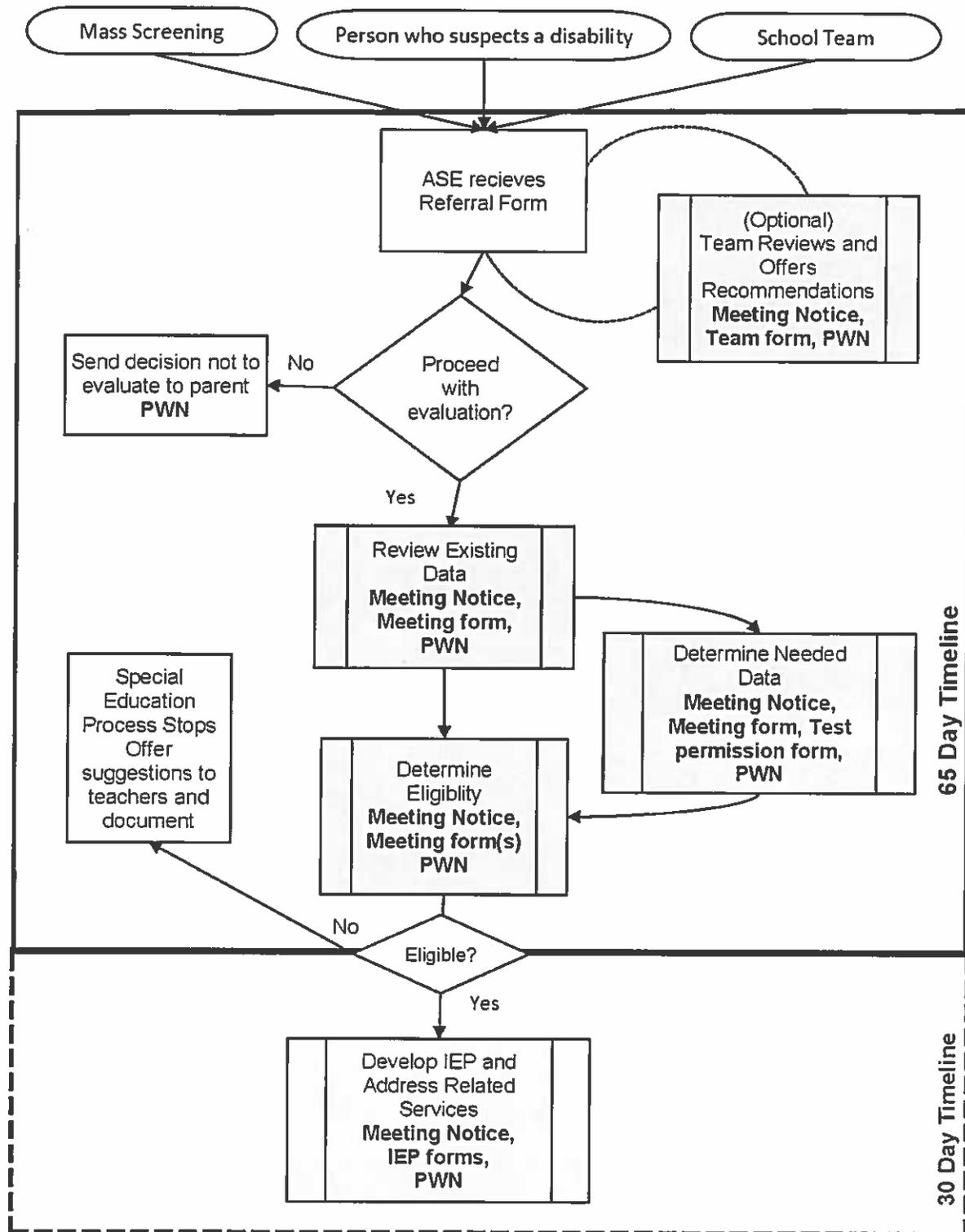
1. Use SLAM cards and scoring protocol to work through real student stories
2. Discuss "teach" activities that can be used by SLP
3. Develop "report language" to describe performance on post story questions

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 Clarification after student question
 Encouragement to begin or continue 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)

<u>No Episodic Structure</u> no causal relationships) aka. heaps, chains, sequences	<u>Incomplete</u> IE + A or C (2 parts)	<u>Minimally Complete</u> IE + A + C (3 parts)	<u>Complete</u> IE + [any 2 IR,A,P] + C (4 parts)	<u>Expanded Complete</u> Complete plus extra	<u>Complex</u> Multiple episodes or all parts
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The Normal Curve and Its Relationship to Various Derived Scores

Many types of scores may be provided when a student is evaluated using standardized assessments. Standard scores and percentiles describe how a student performed compared to a “norm group”. **Standard scores** have a mean or average score of 100. A **percentile rank** indicates the percentage of the “norm group” that scored below a score. **Percentile rank** is different from percent correct.

Percent of scores under each portion of the normal curve

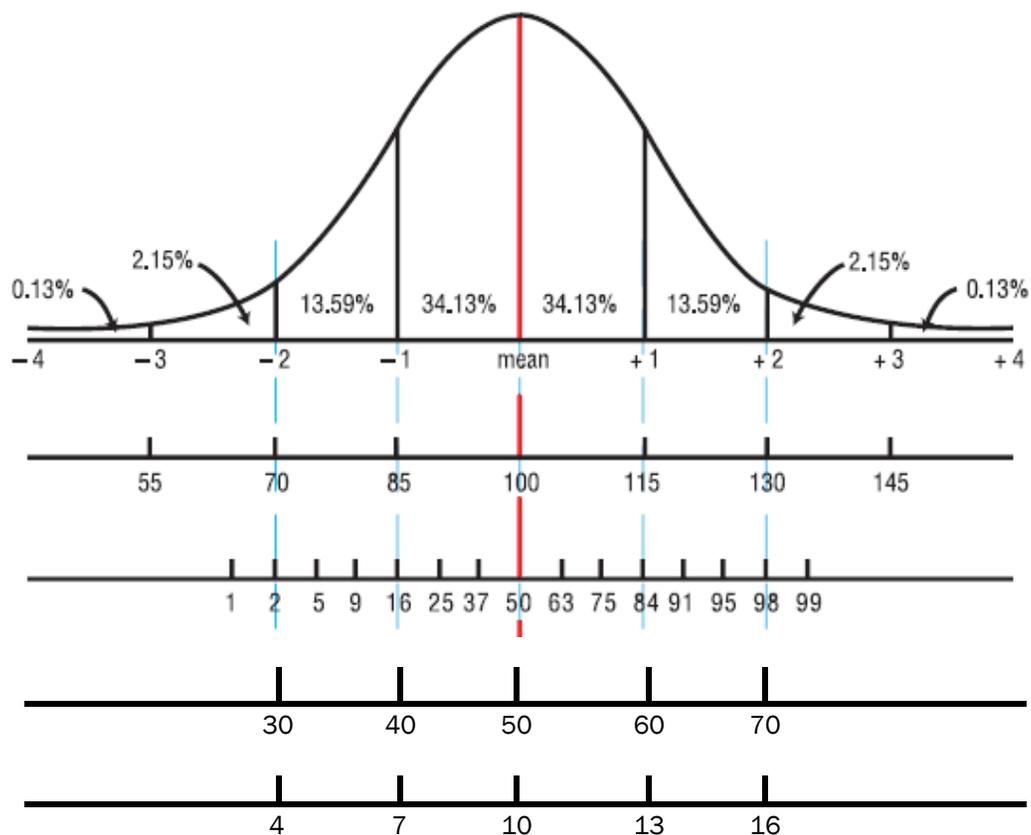
Standard Deviation

Standard Score (Mean 100, standard deviation 15)

Percentile rank

T score

Scaled Score



SLP Provisional Licensure (18VAC30-20-171)

A. The board may grant a provisional license in audiology to an applicant who submits a completed application and fee with documentation that the applicant:

1. Is a graduate of or is currently enrolled in a doctoral program in audiology at a college or university whose audiology program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association or an equivalent accrediting body;
2. Has successfully completed all the didactic coursework required for the doctoral degree as documented by the audiology program; and
3. Has passed a qualifying examination from an accrediting body recognized by the board within three years preceding the date of applying for provisional licensure in Virginia.

B. The board may grant a provisional license in speech-language pathology to an applicant who submits a completed application and fee with documentation that the applicant:

1. Is a graduate of or is currently enrolled in a graduate program in speech-language pathology at a college or university whose program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association or an equivalent accrediting body;
2. Has successfully completed all the didactic coursework required for the graduate degree as documented by the speech-language pathology program; and
3. Has passed a qualifying examination from an accrediting body recognized by the board within three years preceding the date of applying for provisional licensure in Virginia.

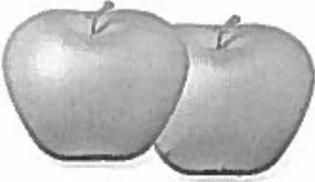
C. A provisional license shall expire 18 months from the date of issuance and may be renewed for an additional six months by submission of a renewal form and payment of a renewal fee. Renewal of a provisional license beyond 24 months shall be for good cause shown as determined by a committee of the board.

D. The holder of a provisional license in audiology shall only practice under the supervision of a licensed audiologist and the holder of a provisional license in speech-language pathology shall only practice under the supervision of a licensed speech-language pathologist in order to obtain clinical experience as required for certification by the American Speech-Language-Hearing Association, the American Board of Audiology, or any other accrediting body recognized by the board. The provisional licensee shall be responsible and accountable for the safe performance of those direct patient care tasks to which he has been assigned.

E. Licensed audiologists or speech-language pathologists providing supervision shall:

1. Have an active, current license and at least three years of active practice as an audiologist or speech-language pathologist prior to providing supervision;
2. Notify the board electronically or in writing of the intent to provide supervision for a provisional licensee;
3. Document the frequency and nature of the supervision of provisional licensees;
4. Be responsible and accountable for the assignment of patients and tasks based on their assessment and evaluation of the provisional licensee's knowledge and skills; and
5. Monitor clinical performance and intervene if necessary for the safety and protection of the patients.

F. The identity of a provisional licensee shall be disclosed to the client prior to treatment and shall be made a part of the client's file.



Apples To Apples

The following milestones are expected for all children, regardless of home language

Building Blocks for Speech

- ⊙ 0-1 month – crying and vegetative sounds
- ⊙ 1-6 months – cooing, laughter, squealing, growling
- ⊙ 4-6 months – marginal babbling
- ⊙ 6-8 months – reduplicated babbling
- ⊙ 8-10 months – variegated babbling
- ⊙ 8-12 months – echolalia
- ⊙ 9-12 months – phonetically consistent forms
- ⊙ 9-12 months – jargon

Speech Intelligibility

- ⊙ For parents: (Lynch, Brookshire & Fox, 1980)
 - ⊙ 18 months - ~25% intelligible
 - ⊙ 2 year olds - 50-75% intelligible
 - ⊙ 3 year olds - 75%-100% intelligible
- ⊙ For unfamiliar listener: (Flipsen, 2006)
 - ⊙ 18 months - ~25% intelligible
 - ⊙ 2 year olds - ~50% intelligible
 - ⊙ 3 year olds - ~75% intelligible
 - ⊙ 4 year olds - 100% intelligible

Building Blocks for Language

- ⊙ 0-1 month – crying and vegetative sounds
- ⊙ 2-3 months eye gaze
- ⊙ 6-9 months-- joint attention
- ⊙ 9-12 months -- using gestures
- ⊙ 12-15 months--following simple commands
- ⊙ 18 months – symbolic play, pretend play
- ⊙ 24 months – sequencing of activities
- ⊙ 36 months – episodic play

Language Trajectories

- ⊙ Bilingual children develop early vocabulary at the same rate as monolingual children (Pearson, 1993).
- ⊙ Early language milestones are similar (single words, lexical spurt, 2-word phrases) (Pearson and Fernandez, 2001).
- ⊙ Conceptual scores are similar (Pearson, 1998).

Vocabulary Development

- ⊙ 12 months – first words (usually labeling familiar objects, and actions in child's environment)
- ⊙ 15 months - 4-6-word vocabulary
- ⊙ 18 months – 20-50-word vocabulary
- ⊙ 24 months – 200-300 word vocabulary
- ⊙ 36 months - roughly 1000 words
- ⊙ Overextensions (calling all men Dada)
- ⊙ Underextensions (calling a tiger Kitty)

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BILINGUISTICS

Common Semantic and Syntactic Errors in the English Language Learner

Use of Prepositions

Spanish use of prepositions	English equivalent	Possible misuses of prepositions in L2 (English)
“en”	“in” and “on”	Put the food in the plate.* Put the food on the bowl.*
“pensar en” “pensar de”	To think about or think of	I think on him everyday.* You can do it if you think of it.*
Enojarse con	Get mad at	Get mad with .*
Soñar con	To dream of	I dreamt with you last night*
Decidir de	To decide on	Have you decided of what you want?*
Casarse con	To marry or be married to	Is he married with her?*
Estar enamorado de	To be in love with	Is he in love of her?*
Consistir en	To consist of	What does your plan consist in ?*
Buscar	To look for	I’m looking my toy.*

Use of Verb Phrases

Spanish phrases with multi-purpose verbs	English equivalents	Possible misuses of multi-purpose verbs in L2 (English)
Tomar una decision	To make a decision	Did you take a decision?*
Poner una cita	To make an appointment	Do you want to put an appointment?*
Tener hambre	To be hungry	Do you have hunger ?*
Tener X años	To be X years old.	I have 6 years .

Common Semantic and Syntactic Errors in the English Language Learner

Use of Syntax

Spanish syntax	English Syntax	Examples of forward transfer
Statements Flexible word order	Relatively rigid word order	<i>Juan me hit for Juan hit me.</i>
Modifiers Noun + adjective word order	Adjective + noun word order	<i>She is a girl very nice for She is a very nice girl</i>
Questions No auxiliary	Auxiliary Ex. am/is/are, do/does/did	<i>Where you went? for Where did you go. Or Why you no share? for Why didn't you share?</i>
Pronouns Dropping of pronouns	Maintenance of pronouns	<i>Is hot today for It is hot today.</i>
Negation Double negatives	Single negative	<i>I no want nothing for I don't want anything.</i>
Plurality Double marking of plurals	Single marking of plurals	<i>The bigs trees for The big trees.</i>



Professional Development Proposal for SLPs

Proposal for the 2015-2016 school year

With the recent changes to licensure and in turn professional development requirements, the CCS Speech-Language Pathologists (SLP) team proposes the following plan for the upcoming school year (2015-2016). This plan would allow us to effectively and efficiently research, plan, implement, and monitor the use of evidence-based assessments and interventions with our students, remain an active member of our respective school's EIT and SPED teams, and meet our professional development requirements. This proposal is based on the 2015-2016 calendar that includes 5 professional learning days (equivalent to 30 hours).

Professional Development Requirements:

House Bill 373 In order to maintain licensure, SLPs need to complete 'at least 30 contact hours of continuing learning activities within the two years...A minimum of 15 of the 30 contact hours shall be in Type 1 programs or courses related to speech-language pathology, and offered by one of the following accredited sponsors or organizations sanctioned by the profession (18VAC30-20-300).' Charlottesville City Schools is a Continuing Education Provider/accredited sponsor/organization.

The CCS SLP team is proposing that we:

1. Attend 18 hours of division-wide PD
 - On Pre-week division-wide PD days (8/12/15, 8/13/15)
 - Participate in the HR/Blood Borne Pathogens session (1.5 hours)
 - Participate in the SPED meeting (3 hours)
 - Participate in the EIT meeting (1.5 hours)
 - Participate in the SLP team meeting (3 hours)
 - On the remaining division-wide PD days (9/28/15, 11/2/15, 2/15/16)
 - Participate in the SLP team meeting/training (3 hours each day)
2. Participate in the following professional activities related to our caseload and workload for the remainder 12 hours of division-wide PD (8/12/15, 8/13/15, 9/28/15, 11/2/15, 2/15/16)
 - Analyze student data
 - Develop materials for students/parents/teachers
 - including materials/products such as Video-Self Modeling
 - Participate in collaborative planning/teaching
 - Participate in & discuss case studies/peer observations
 - Consult with parents/teachers/specialist/other agencies
 - Participate in on-line modules (ie: TTAC, VDOE, etc.)
 - current available modules include topics such as Narrative Analysis (examining both Micro- & Macrostructure analysis) and Grammar Fundamentals for a Pluralistic Society (examining dialectal differences)
 - Research evidence-based practice (EBP) assessments/interventions

Dynamic Assessment Protocol

Name of Student:	Age:	Gender:
Grade:	School:	
Date of Birth:	Dates Tested:	
Teacher:	Examiner:	

REASON FOR TESTING _____

BACKGROUND INFORMATION

Primary language of child: _____ home: _____

Teacher's Concerns:

Receptive Language:

Vocabulary/Concepts

Following Directions

Answering Questions

Expressive Language:

Grammar

Sentences

Narratives

Sound Production:

Sounds

Syllables/Words

Sentences

Parent's Concerns:

Child's Language Development has been:

Slower than siblings / peers Similar to siblings / peers Faster than siblings / peers

Behavior During Evaluation:

Compliance: Cooperative/uncooperative

Easy to establish rapport/difficult to establish rapport

Attention/alertness: Alert/easily distracted

Maintained attention/did not maintain attention

Need for Redirection:

Without prompting/with minimal prompting/with frequent prompting

Formal Tests Administered:

English:

CELF-4

CASL

OWLS

Spanish:

CELF-4:S

PLS-4:S

PLS-5:S

Other Observations: _____

Directions:

Based on areas of difficulty noted during formal testing, select one language target for Dynamic Assessment. Conduct Pre-testing using 5 items taken from baseline probes. Record results. If 80% accuracy or higher, select another target. If 60% or lower, conduct Mediated Assessment session, followed by Post-testing with Minimal Support. Continue to increase level of support until 80% accuracy is reached.

Dynamic Assessment Protocol

Mediated Assessment

Strategy	Purpose	Example
Intentionality:	What's the goal? State the purpose of the teaching.	We're going to work on <u>following directions that have 3 steps</u> .
Meaning:	Why are we working on this? Tell why it's important and relevant.	When someone <u>gives you directions</u> , it's important to <u>do each step so that you finish the task</u> .
Transcendence:	What happens if we don't have this skill? Develop awareness of the relevance of the skill to real life through critical thinking.	What if your teacher <u>tells you to color, cut, and glue</u> , but you <u>only follow two of the directions</u> ? <u>Then your project wouldn't be finished</u> .
Application:	Here's what I expect you to do. Let's try it together. Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.	This time when I <u>give you a direction that has 3 steps</u> , I want you to <u>do all 3 steps in the order that I say them</u> . I'll do it first and then it will be your turn.
Competence:	What did you learn? Why is it important? When will you use this skill? Check for understanding of the skill and its importance for the current context and future classroom activities.	Remember, it's important to <u>listen to all the steps in a direction and follow each one</u> . Now you tell me what we practiced and why it's important. Think about when you might need to <u>follow directions correctly in the classroom</u> . Then we'll try it five more times.

Support Strategies (Teacher Effort)

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

Dynamic Assessment Protocol

Language Target		Pre-Test Results	Post-Test Results (Min)	Post-Test Results (Mod)	Post-Test Results (Max)
		Date:	Date:	Date:	Date:
Concept:	Quality (color)				
	Quantity (#)				
	Spatial (location)	___/5	___/5	___/5	___/5
	Ordinal/Temporal				
Following Directions:	1-step				
	2-step	___/5	___/5	___/5	___/5
	3-step				
Answering Questions:	What / Who				
	Where / When	___/5	___/5	___/5	___/5
	Why				
Repeating Utterances:	Number of words				
	Grammatical forms	___/5	___/5	___/5	___/5
	Word order				
Creating Utterances:	Number of words				
	Use of conjunctions				
	Grammatical forms	___/5	___/5	___/5	___/5
	Vocabulary				

Dynamic Assessment Protocol

Age of Acquisition	Narrative Language Target (Macrostructure)	Pre-Test Results	Post-Test Results (Min)	Post-Test Results (Mod)	Post-Test Results (Max)
3 years	Setting (Time, Place) Initiating event				
4 years	Temporal sequence* Central theme*				
5 years	Labels characters Labels surroundings Attempts Consequence Reaction				
6 years	Provides implicit aims/intentions of characters Resolution				
7 years	Theme and Moral*				
8 years	Explicit aims/plans of characters (uses words like "decided to")				
11 years	Multiple plans Multiple attempts Multiple consequences Embedded Stories*				
>12 years	Two separate but parallel episodes that influence each other				

*Expectancies that may vary due to culture

Dynamic Assessment Protocol

Mediated Assessment

Strategy	Purpose	Example
Intentionality:	<p>What's the goal?</p> <p>State the purpose of the teaching.</p>	<p>We're going to work on _____</p> <p>_____.</p>
Meaning:	<p>Why are we working on this?</p> <p>Tell why it's important and relevant.</p>	<p>When someone _____, it's important to _____</p> <p>_____.</p>
Transcendence:	<p>What happens if we don't have this skill?</p> <p>Develop awareness of the relevance of the skill to real life through critical thinking.</p>	<p>What if your teacher _____</p> <p>_____ but you _____?</p> <p>Then _____</p> <p>_____</p>
Application:	<p>Here's what I expect you to do. Let's try it together.</p> <p>Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.</p>	<p>This time when I _____</p> <p>_____, I want you to _____.</p> <p>I'll do it first and then it will be your turn.</p>
Competence:	<p>What did you learn? Why is it important? When will you use this skill?</p> <p>Check for understanding of the skill and its importance for the current context and future classroom activities.</p>	<p>Remember, it's important to _____</p> <p>_____.</p> <p>Now you tell me what we practiced and why it's important. Think about when you might need to _____</p> <p>_____.</p> <p>Then we'll try it five more times.</p>

Dynamic Assessment Protocol

Support Strategies (Teacher Effort): Task #1

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

Support Strategies (Teacher Effort): Task #2

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

Support Strategies (Teacher Effort): Task #3

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

Notes: _____

Communication Inventory for Emerging Language Learners



If a student is receiving services under IDEA, decisions about assessment and the student's plan must be made by the IEP team and must follow all applicable special education laws and regulations.

Determining appropriate instructional goals to increase social communication is one of the most important aspects of an educational program for a student with Autism Spectrum Disorder (ASD). The **Communication Inventory for Emerging Language Learners** will assist educators in determining needs related to expanding the communication abilities of a student with ASD. Through the use of existing data and prior knowledge of the student, it is designed to identify priority areas for expansion of communication skills in an effective and efficient manner so instruction may begin immediately.

With Whom Should the Inventory be Used?

The **Inventory** is to be used with students who are considered to be beginning or emerging communicators. This can include those who are non-verbal, have limited verbal communication, have limited communication through an alternative modality, or those who demonstrate rudimentary skills and need to expand communication.

Who Should Implement the Inventory?

It is recommended the **Inventory** be completed by the student's IEP team. It is important to note at least someone on the team must have a basic understanding of the purpose and functions of communication. This team approach is required for completion of the **Inventory** to ensure accuracy and input from individuals who may see the student in different settings. It is important to note the team will be reviewing existing data and using prior knowledge of the student to complete the **Inventory**. Should further information be needed, the team will need to obtain consent from the parent/guardian prior to completing any assessments.

When Should the Inventory be Used?

Because the **Inventory** does not require the collection of new data, it can be completed informally and at any time. However, it is not designed to replace formal language and/or communication evaluations but rather is an organizational tool of knowledge the team already possesses about the student. It is not intended to be used for diagnostic purposes or to determine student eligibility for special education or related services. The **Inventory** is to be used throughout a student's educational career to guide communication programming. For some students, further information may need to be gathered through an evaluation that may include formal or informal assessment measures, including curriculum-based assessments, interviews, and/or data collection to develop appropriate IEP goals related to communication. Gathering new data to determine IEP goals is an evaluation and requires parent permission.

What is Reviewed in the Inventory?

The *Inventory* is designed to review functional communication skills. The *Inventory* begins with early skills and moves towards more complex communication. The skills included outline a progression of skills as a student expands communication. For example, skills such as requesting and following directions are critical early skills and contribute to the independence and success of the student in the school and other environments.

The skills included in the *Inventory* were based on the following resources:

- Kleiman, L. I. (2003). *The Functional Communication Profile – Revised: Assessing Communication Effectiveness in Clients with Developmental Delays*, LinguiSystems, Inc.: East Moline, IL.
- Mattes, L. J. (2006). *Functional Language Assessment and Intervention Sourcebook*, Academic Communication Associates: Oceanside, CA.

How does the Team Complete the Inventory?

To gain an accurate picture of the student's abilities and needs, it is recommended both sections of the *Inventory* be completed. Each section contains an individualized set of directions. The *Inventory* can be completed by considering student communication in a classroom, home, and community setting. It is important to consider the student's skills across environments to ensure he/she can perform the skill effectively across settings.

To complete the *Inventory*, the team should think about observations they have had of the student in his/her typical environment(s). It may also be beneficial to review the results of previous formal and informal assessments, including those completed during eligibility as well as any previously collected data. **It is important to note no new data should be collected to complete this Inventory unless parent permission is obtained to do so.**

Section I.....

Instructions: Considering what the team already knows about the student, place an X in the box(es) that best describes the way the student currently accomplishes the task listed in the first column. If the student does not effectively use a modality to communicate, leave the box blank. It is possible for multiple boxes to be marked in each row as students may use more than one mode to communicate. The last column should be marked if the student uses undesired behaviors to accomplish the task, such as hitting, whining, screaming, crying, grabbing, biting, scratching, or running from the room, for example. Remember to only mark a skill if the student can perform it effectively AND independently.

THE STUDENT:	Uses gestures and/or point	Uses sign language	Uses AAC: pictures/ icons	Uses AAC: speech generating device	Uses verbalizations and/or work approximation	Uses spoken words	Uses sentences	Uses undesired behaviors
Chooses an item when presented with 2 items								
Chooses an item when presented with 3 or more items								
Asks for an object/action when it is being offered								
Asks for an object/action when it is being used by another person								
Asks for an object/action when it is in sight								
Asks for an object/action when asked, "What do you want?"								
Asks for an object/action when it is out of sight								
Asks for help								
Identifies an object/action when it's being used by another person								
Identifies an object/action when it is in sight								
Identifies an object/action when it is out of sight								
Greets or say good-bye to a person								
Gets a person's attention								
Stops an activity								
Asks to continue an activity								
Shows an item to a person								
Rejects an item or action								
*Asks for information								
*Answers "wh" questions in the environment								
*Answers "wh" questions about a story								
*Tells a familiar story								
*Comments or asks questions about someone else's story or information								

*Advanced skills – prior skills will need to be taught before these skills can be addressed.....

Section II

Instructions: Considering what the team already knows about the student, place an X in the box if it describes how the student demonstrates the skill. If it does not, leave the box blank. Continue this process going across the top row, then proceed to the next skill. It is possible there will be multiple boxes marked in each row as these areas do not necessarily build upon each other. Notice there are three different colored areas, yellow, blue, and green. These areas are shaded to indicate completion of the task in the left hand column under different conditions. Remember to only mark a skill if the student can perform it effectively AND independently.

THE STUDENT:	When given verbal instructions	When given a model cue	When given a picture cue	When given written instruction	When presented 1:1 to the student	When presented in a small group	When presented in a large group	When instruction is part of a routine	When instruction is not part of a routine
Stops an activity when asked									
Attends to another person when asked									
Accepts an item									
Refuses an item									
Identifies items that are presented									
Obtains objects when requested that are visible									
Obtains objects when requested that are not visible									
Identifies actions									
Follows one step directions									
Follows two step directions									
Follows instructions containing spatial concepts (i.e. in, on, under, over, etc.)									
Follows instructions containing sequencing concepts (i.e. first, next, last, etc.)									
Listens while another person shows an item/ action									
Sits for ____ minutes while a story is being read aloud									

After the *Inventory* is complete, the team should consider the following questions:

1. Does the IEP team believe they have enough information from the Inventory to proceed to instruction?
 - If the team believes they have enough information, instructional strategies should be determined.
 - The team should consider developing communication goals for the student if needed.
 - The team should identify what additional resources may be needed and where to obtain them.
 - The team should ensure they have identified reinforcers or potential reinforcers for the student.
2. If the team believes further information is needed, how will that information be obtained?
 - The team should determine in which areas more information is needed.
 - The team should determine if assessment is needed and obtain required parent permissions.
 - The team should determine who will conduct the assessment and when the team will meet again to discuss results.

Information from the Inventory?

Once the team has completed the Inventory, priority areas for instruction should be determined. The skills listed generally move from early skills to more complex. Therefore, preference should be given to any skills the student cannot perform or cannot perform consistently that are listed earlier in the Inventory.

It is possible the team has made a decision to begin work with the student on a more basic mode of communication and will move to more sophisticated modes of communication as the student gains skills. For example, if a student is only using gestures and making few verbalizations, the team may not yet want to target using sentences but may instead focus on using words or word approximations for the moment.

Below are guidelines that may assist the team in using the Inventory results to identify priority areas. Priority areas are those areas identified from the Inventory that will be targeted for communication instruction. Review each of the following considerations. As the team reads through each of the following questions, look at the completed Inventory to determine whether the tasks in the Inventory should be chosen as priority areas.

1. The student engages in undesired behaviors in order to communicate instead of using the appropriate skill.
2. The student is missing critical skills and/or pre-requisite skills for other communication areas.
3. The student does not currently communicate the chosen emerging skill using any modality.
4. The student uses a modality for communicating the priority area but it is not effective for the student or is understood by a limited audience.
5. The student uses a single modality to communicate the area, but the team believes an additional modality would be beneficial for the student.
6. The team believes enhancing the chosen communication skill will increase the student's independence.
7. The team believes enhancing the chosen communication skill would lead to more meaningful participation in their environment.

Date Skills Were Chosen?

Priority Areas from Section I:	Priority Areas from Section II: