

Special Education: Speech-Language Services

COMPONENT #: 4-102-002

POINTS TO BE EARNED: 60 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to effectively conduct assessments of students' speech-language needs; design and provide therapeutic interventions; collaborate with classroom teachers and other service providers; and be compliant with rules, laws, and policies related to the provision of speech-language services in schools.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input checked="" type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> XPS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Review rules, laws and policies that impact the delivery of special education and services to students with speech and/or language impairments.
2. Review specific criteria for Response to Intervention for students with speech/language problems in Tiers 1, 2, and 3.
3. Identify and describe the role of the School Support Team in Response to Intervention (Rtl) for each tier.
4. Identify and describe the necessary components of a speech assessment for suspected articulation, phonological, fluency and voice disorders.
5. Identify and describe the necessary components of language assessment, including written language and reading comprehension.
6. List and describe age appropriate assessments for speech and/or language disorders.
7. Describe the rationale for using each age-appropriate assessment for language disorders.
8. Design a plan of therapeutic interventions for specific speech and/or language disorders for students.
9. Identify and describe effective strategies for collaboration with teachers.
10. Identify and describe techniques and materials appropriate for collaboration with families, teachers, and other school personnel.
11. List strategies for supporting parents and teachers with regard to speech-language development and speech-language disorders.
12. Identify compliance issues related to speech-language assessment results and eligibility criteria for specific services.
13. Identify and describe appropriate uses of assistive technology, and/or alternative or augmentative communication systems, tools, and/or devices.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in the instructors’ lectures and demonstrations on the identification of students’ speech-language needs, therapeutic intervention strategies, collaboration with professionals, and compliance issues (SLO 1-13).
2. Develop a five-step sequential therapy plan for an individual or small group of students with articulation disorders (SLO 8).
3. Develop a five-step sequential therapy plan for an individual or small group of students with a fluency disorder (SLO 8).
4. Develop an implementation plan for collaboration and support to parents/teachers for students using various communication devices (SLO 9-11 & 13).
5. Create an assessment report for a student with a specific language and/or speech disorder (SLO 5-8).
6. Interpret and graph assessment data for the purpose of evaluating the accuracy of diagnosis of specific speech-language impairments and assessing the effectiveness and impact of remediation methods and strategies (SLO 2-6).

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7. Develop activities for therapy and/or classroom use to promote language development (SLO 8, 11 & 13).
8. Participate in role play which typifies discussion of student speech-language data in a meeting of the school support team (SLO 1-13).
9. Discuss the advantages and disadvantages of various service delivery models for students with speech-language disabilities (SLO 1-4 & 9-13).
10. Participate in role play in which compliance issues are discussed (SLO 1-12).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include student materials, parent communication, surveys, participant reflections, participant work-related products.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student outcomes.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.

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- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Division of Special Education

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