

**Spring 2023**

**SLP 567 - School Based Speech-Language Pathology**

*Students with disabilities, like all students, have to be given the opportunity to fully participate in all aspects of school. A critical aspect of participation is communication with others.- Kleinert*

**Instructor:** SallyAnn Giess, PhD, CCC-SLP

**Class Time:** Thursday 7:00 p.m. to 8:30 p.m. CT (3:00 p.m. to 4:30 p.m. HT)

**eOffice hours:** Thursday 3:30 p.m. to 4:30 p.m. CT (11:30 a.m. to 12:30 p.m. HT)

**Other times by appointment**

**Phone:**

**Email:** [sallyann.giess@wku.edu](mailto:sallyann.giess@wku.edu)

**Class Zoom Link:**

**Course Description:** Speech language pathology service delivery in schools, including credentialing, professional issues, regulations, due process, assessment, and treatment

**Required Texts**

- 1) Each student will need to have access to the regulations governing school-based speech-language pathology services in that state. For example, in Kentucky it will be: [Kentucky Department of Education](#). *Guidance for Special Education Related Services Occupational Therapy, Physical Therapy and Speech-Language Therapy Reviewed Fall 2021*. Frankfort, KY: Kentucky Department of Education. If you live in (or expect to practice in) Virginia, it will be: [Virginia Department of Education](#). *Speech-language pathology services in schools: Guidelines for best practices (2018)*. Author: Richmond, VA. To find the document governing your state, reference [asha.org/advocacy/state](http://asha.org/advocacy/state) then select your state then search for teacher requirements then resources.
- 2) Blosser, J. and Means, J. (2020), *School programs in speech-language pathology: Organization and service delivery*, 6<sup>th</sup> ed. Plural Publishing

**Internet**

Your secure WKU email address is the only one to which class correspondence will be sent. It is expected that you will check that account regularly. Further, you need to check the Blackboard site regularly in case additional assignments have been posted.

**Upon completion of this class, students will be able to**

- Discuss assessment and intervention practices specific to service delivery in schools
- Describe the impact of cultural and linguistic diversity on service in school settings
- Discuss current issues and trends in school - based speech language services
- Describe the federal and state laws and regulations that shape services

- Identify the role of the SLP in relation to multi-tiered systems of support and response to intervention
- Use the literature to aid in their own learning
- Work collaboratively to accomplish tasks

**ASHA Certification Standards and Course Objectives:**

**Standard IV-B Knowledge Objectives:** Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental and linguistic cultural bases by:

1. Provide students with an overview of the professions involved in the management of communication disorders.
2. Provide students with an overview of the referral, identification, prevention, and management of various communication disorders.

**Standard IV-C Knowledge Objectives:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); augmentative and alternative communication modalities.

1. Provide students with an overview of students with various communication disorders in the public-school setting.
2. Investigate specialized services for various communication disorders in the public schools
3. Analyze the impact of cultural diversity on the SLP in the educational setting.

**Standard IV-D Knowledge Objectives:** Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for individuals with communication disorders by:

1. Demonstrate knowledge of state and federal guidelines governing speech/language/hearing programs in the public-school setting
2. Identify and explain various service delivery and scheduling models used in the public-school setting
3. Demonstrate knowledge of a variety of treatment techniques appropriate for use in the public-school setting

**Standard IV-E Knowledge Objectives:** Demonstrate knowledge of standards of ethical conduct

1. Apply knowledge of required qualifications for SLPs in public school settings.
2. Apply knowledge of the legislative foundation for special education.
3. Demonstrate knowledge of ethical considerations and professional issues that relate to practice in the public-school setting.

**Evaluation of Student Achievement – See Blackboard for details and due dates**

Annotated Bibliography	100
Advocacy Project	100
Resource Page	50
Reflection Paper	50
Discussion Board	100

**Grading** - You must accumulate at least 312 points to pass this class. The specific scale follows.

A: 372-400

B: 342-371

C: 312-341

**Proposed course outline** Read the assigned chapter, web site, or statements prior to each class. Lecture notes will be posted to the Blackboard course site by Thursday before class. Should the topics or readings change, notice will be provided through Blackboard. Please be flexible with the weekly schedule; there is a lot to cover and the amount of time spent on particular topics or chapters may need to be adjusted.

January 19	Introduction and review of syllabus, course expectations
January 26	Overview of special education within public education and practicing as an SLP in the schools  <b>Read: Blosser &amp; Means Chapters 1, 2, and 3</b>
February 2	Tools of the Trade <b>Read: Blosser &amp; Means Chapter 5</b> <a href="http://www.asha.org/SLP/schools/prof-consult/guidelines/">http://www.asha.org/SLP/schools/prof-consult/guidelines/</a>
February 9	Accountability, Documentation, and Outcomes <b>Read: Blosser &amp; Means Chapter 6</b>
February 16	Workload/Caseload <b>Read: Blosser &amp; Means Chapter 7</b>
February 23	Service Delivery Options Multi-tier systems of support (MTSS)/Response to Intervention (RTI) <b>Read: Blosser &amp; Means Chapter 9</b>
February 30	TBD/Catch-up
March 2	<b>Review regulatory guidelines in your state and district</b> <b>Read: Blosser &amp; Means Chapter 9 pp 245-281</b>
March 9	Considerations for Special Populations <b>Read: Blosser &amp; Means Chapter 9 pp 281-295</b>
March 16	Considerations for Special Populations cont. SeeHearSpeak Podcast SLI/DLD
March 23	Considerations for Special Populations cont.

March 30

**Interprofessional Practice Case Studies (ASHA)**

**Read: Blosser & Means Chapter 10**

Scheduling tips and tricks

<http://www.asha.org/uploadedFiles/Roles-Responsibilities-SLP-Schools-DOs-and-DONTs.pdf#search=%22roles%22>

**Supplemental readings**

April 6

Interprofessional Practice cont.

**Read: Blosser 10**

**Supplemental readings**

April 13

Bilingualism, multiculturalism,

April 20

Becoming a Professional

**Read: Blosser & Means Chapter 12**

April 27

**Advocacy project due**

May 1

**Final Exam-Reflection Paper**

## Course Policies

### Internet

Your secure WKU email address is the only one to which class correspondence will be sent. It is expected that you will check that account regularly. Further, you need to check the Blackboard site regularly for announcements, readings to supplement your text, and discussion posts.

### Modes of Instruction

Online classes (chats), discussions, demonstration and practice; Zoom will be used to deliver the lectures; you will need an electronic device with a microphone, camera, and speakers to participate in class.

### Attendance and participation

Attendance and classroom participation are essential for the successful completion of this course. Classroom discussion is important. It is expected however, the discussions will be between a student and the entire class, not just one or two people. Private discussions during class are distracting to the instructor and to class members. There will be point deductions for assignment tardiness. All assignments are due by 6:00 p.m. Central Time on the date indicated. There will be a 10% deduction in points per week for late assignments. If you anticipate anything being late, please contact the instructor as soon as possible to discuss adjustments in due dates. Communication must be **BEFORE** the due date of an assignment, not after, to consider an adjustment. Communication is key.

### Communication

Between 8:00 a.m. on Monday and 5:00 p.m. on Fridays, every effort will be made to answer emails within 24 hours unless an away notice is posted. Emails may be answered on Saturday or Sunday.

## UNIVERSITY POLICIES

**REGULAR AND SUBSTANTIVE INTERACTION:** The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with faculty and students,
- Faculty participation in discussion boards,
- Timely and detailed feedback on assignments provided within one week of submission.

**ADA ACCOMMODATIONS:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**PLAGIARISM** *From the Faculty Handbook:* To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

**TITLE IX/DISCRIMINATION & HARASSMENT** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159. [Sexual assault resources](#) are available at this hyperlink.

**GRIEVANCE** The University's Grievance Policy is specified at the following URL:

<http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf>

NEW: DEI Statement

WKU is recommending instructors include a DEI (diversity, equity, and inclusion) statement in their syllabi. Here is mine:

I take my statement of DEI from the [American Speech-Language-Hearing Association](#) (2023): "*Cultural humility is a way of thinking; cultural competence is a way of becoming; and culturally responsive practice is a way of doing. We should strive for growth in all three. Let's focus on thinking differently, aspiring to become more, and doing better for all of the individuals we serve.*"