Course Number and Title:  PRDV 72328 Supporting Your Speech and Language Students

Credit:  1

Course Dates and Delivery:  Online July 8 – August 5 Blackboard

Instructor:  Shannon M. Call M.S., CCC-SLP

Email:  scall@framingham.k12.ma.us

Course Description and Objectives

Designed to provide educators with the knowledge of what school Speech-Language Pathologists work on with their students and how educators can help to support these students in the classroom. Students read and reflect on research articles, learn classroom based strategies, and share lesson planning. Activities that promote specific language skills are shown through videos. This course is applicable to teachers in the preschool, elementary, and high school settings in any position (e.g. classroom teacher, Special Education assistant, nurse) who may come into contact with a student who is diagnosed with a communication disorder or presents with similar issues characteristic of a student who has a communication disorder.

Upon completion of this course, the student will be able to:

1. Explain the definitions and characteristics of disorders treated by school Speech and Language Pathologists.
2. Explain the Individual Education Plan (IEP) goals and Speech and Language therapy related to these disorders.
3. Recognize the implications of these disorders on student learning in the classroom.
4. Develop and share a list of strategies and accommodations for the classroom.
5. Incorporate learned strategies to design a lesson plan connecting to the corresponding MA state frameworks: *Speaking and Listening and Language standards.*
6. Apply tiered interventions and supports for students.

MA State Frameworks:

Speaking and Listening and Language Standards 1, 2, 3, 4, 5, 6 across grade levels

*The Speech and Language disorders presented through this course may affect the student’s ability to successfully demonstrate what they know through any speaking means of assessment, which can affect additional curriculum standards across all grade levels in all subject domains. Strategies presented throughout this course target all students’ ability to meet and demonstrate the speaking and listening and language standards.*

Course Expectations:

The course is a collaborative four week online learning experience for teachers. You will explore various articles with the goal of a higher understanding of the presented Speech and Language disorders, how they impact your students in the classroom, and how you can support those students through accommodations and lesson planning. The tone of the course will be collegial and collaborative; as you will share your reflections on readings and respond to one another through the blackboard site. Course material is arranged in modules and should be viewed in the order listed. There is no textbook to buy and no face to face meetings scheduled. Students should expect to spend time each week reading articles, participating in discussion threads, exploring suggested websites online, and posting assignments to the class collaboration space. As a final assignment, you will submit a lesson plan that incorporates support for one of the presented Speech and Language disorders and view/comment on at least two other colleagues’ lesson plans; the final assignment may be submitted up to one week past the final class week. According to the FSU Continuing Professional Education Department, “1 Graduate Credit=15 contact hours plus 2 hours of out of class work for every hour in class = 30 hours of out of
class work.” Therefore, students in a 1 credit graduate course should expect about 45 hours of work in total. Participation in all assignments and course discussions is required. If you anticipate being away during any part of this course, make plans to have access to a computer connected to the internet. Late work will be accepted up to two days at a reduction of 20% credit per day late. If there are extenuating circumstances, those will be discussed on a case-by-case basis.

**Required Readings:**


Massachusetts Department of Elementary and Secondary Education: Is Special Education The Right Service? Eligibility and Assessment Guidelines- January 2016


**Course Outline and Timeline**

<table>
<thead>
<tr>
<th>Week 1:</th>
<th><strong>Speech Sound Disorders</strong></th>
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<tbody>
<tr>
<td><strong>Video Lecture:</strong></td>
<td>Speech Sound Disorders</td>
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<tr>
<td></td>
<td>• Definition/characteristics</td>
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<td>• Examples of Speech goals</td>
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<td>• Treatment examples</td>
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<td><strong>Strategies</strong></td>
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<td>• Case study (implications/effects in classroom)</td>
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### Week 2:

<table>
<thead>
<tr>
<th><strong>Expressive Language Disorders</strong></th>
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<tr>
<td><strong>Video Lecture:</strong></td>
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<tr>
<td>Expressive Language Disorders</td>
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<tr>
<td>• Definition/characteristics</td>
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<tr>
<td>• Examples of Speech goals</td>
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<tr>
<td>• Treatment examples</td>
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<tr>
<td>• Video examples of expressive language strategies and accommodations</td>
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<table>
<thead>
<tr>
<th><strong>Required Readings:</strong></th>
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<tbody>
<tr>
<td>• Cherry-Cruz, Teresa. “Tell Me A Story: Enhancing Literacy Through The Techniques Of Story Telling.”</td>
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<tr>
<td>• Losardo, Angela, Davidson, Derek, &amp; McCullough, Kimberly. “Stages of Success: The Theatre and Therapy Project”</td>
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<tr>
<td>• Judy K. Montgomery. 20Q: Adolescent Language Intervention: What Works?</td>
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<td>• German, Diane J. “Child Word Finding: Student Voices Enlighten Us”</td>
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### Week 3:

<table>
<thead>
<tr>
<th><strong>Receptive Language/Language Memory</strong></th>
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<tr>
<td><strong>Video Lecture:</strong></td>
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<tr>
<td>Receptive Language/Language Memory Disorders</td>
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<tr>
<td>• Definition/characteristics</td>
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<tr>
<td>• Examples of receptive language or language memory goals</td>
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<tr>
<td>• Treatment examples</td>
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<tr>
<td>• Strategies, activities, accommodations</td>
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<tr>
<th><strong>Required Readings:</strong></th>
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<tbody>
<tr>
<td>• Ukrainetz, Teresa A. “Sketch and Speak: An Expository Intervention”</td>
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<tr>
<td>Assessment</td>
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<td>---------------------</td>
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<tr>
<td><strong>Week 1</strong></td>
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</table>
| **Read and Reflect**| Read *Massachusetts Department of Elementary and Secondary Education: Is Special Education The Right Service? Eligibility And Assessment Guidelines*.  
  - Answer guiding questions on google classroom regarding two facts you already knew listed in the document and two things that you learned from the document about supporting Special Education eligibility and supporting students in the general education setting. | 10     | End of Week 1      |

**Week 4**

<table>
<thead>
<tr>
<th>Pragmatic Language Disorders</th>
<th>Video Lectures:</th>
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<tbody>
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<td>Pragmatic Language Disorders</td>
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<td>- Definition/characteristics</td>
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<td>- Examples of pragmatic language goals</td>
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<td>- Treatment/Therapy examples</td>
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<td>Videos</td>
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<td></td>
<td>- Whole Body Listening</td>
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<td>- Expected/Unexpected</td>
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<tr>
<td>Required Readings:</td>
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<tr>
<td></td>
<td>- Ervin, Margaret. “Autism Spectrum Disorders: Interdisciplinary Teaming In Schools.”</td>
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<tr>
<td>Section</td>
<td>Activity</td>
<td>Points</td>
<td>Deadline</td>
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<tr>
<td><strong>Discussion Posts</strong></td>
<td>Respond to ‘Introduce Yourself’: share educational experience, current role, expected goals from taking this course</td>
<td>5</td>
<td>End of Week 1</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Read and Reflect</strong></td>
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<td></td>
<td>Read: <em>Tell Me A Story: Enhancing Literacy Through the Techniques of Story Telling</em> and <em>Stages of Success: The Theatre and Therapy Project.</em></td>
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<td>● Reflection question- After reading both articles, how can you incorporate storytelling and/or theater in your work with students?</td>
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<td><strong>Discussion Posts</strong></td>
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<td>● Think of a student you have had that presented with similar struggles outlined in both documents. Create a visual or sentence starter to help with that student’s expressive language. Upload a picture of the visual or include the example of the sentence starter. Include a brief summary of the lesson plan and language standards the visual and or sentence starter accompanies.</td>
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<td>● Choose a minimum of two colleagues’ posts to view and respond to the following prompt:</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Read and Reflect</strong></td>
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<td>Read Review of research: Brain-based teaching strategies for <strong>improving students' memory</strong>, learning, and test-taking success and “Sketch and Speak: An Expository Intervention using Note-Taking and Oral Practice for Children with Language-related Learning Disabilities”</td>
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<td>● Choose one out of the two articles you read and write about two things you learned about memory reading this article and reflect on the new information to your current teaching/work</td>
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<td>Explore the bilinguistics website <a href="https://bilinguistics.com/brain-based-learning/">https://bilinguistics.com/brain-based-learning/</a></td>
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<td>Watch the videos under the <em>Keep In Mind: Brain-Based Learning Facts &amp; Strategies</em> page</td>
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<tr>
<td>● Reflect: How can you incorporate some of these strategies in your work to support memory?</td>
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| Discussion Posts |
| Read over the given sample lesson plan. |
| ● Identify the receptive language and memory demands for the students given the lesson. |
| ● Come up with and post at least two strategies to help students with the receptive and memory demands identified. |
| ● Read at least two colleagues’ strategies as well and respond |

| Week 4: |
| Read and Reflect |
| Read *Autism Spectrum Disorders: Interdisciplinary Teaming In Schools* and *Social Fitness for Students with Asperger’s Syndrome: A Classroom-Based Program for Secondary Schools* |
| ● Respond to reflection question: How can you reach out and collaborate with other professionals (e.g. OT, PT, Sped, classroom teacher) to support students with pragmatic language difficulties? |

| Discussion Posts |
| ● Write up brief description of student you have had with one of the Speech and Language disorders described so far; share one strategy that you found successful when implemented for target student. |
| ● Read and comment on at least 2 colleagues’ posts |

| Final Project/Assignment |
| ● Create a lesson plan or take an existing lesson plan with specific accommodations, strategies, and support for a student with one of the Speech and Language disorders presented in this course. Use the information learned through the course to give a description of the child’s disorder and how it would affect their learning of the lesson. Connect the added support to the student’s ability to meet the curriculum standards for your lesson. |

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<tbody>
<tr>
<td></td>
<td>10 End of Week 3</td>
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<td>10 End of Week 4</td>
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<tr>
<td></td>
<td>10 End of Week 4</td>
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<td>25 By the end of 1 week after the course (8/9/20)</td>
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</table>
- Read and comment on at least two other lesson plans.

**Total:** 100

<table>
<thead>
<tr>
<th>FRAMINGHAM STATE UNIVERSITY GRADING SCALE</th>
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<tbody>
<tr>
<td><strong>RECORDED GRADE</strong></td>
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Grading Rubric:

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<thead>
<tr>
<th></th>
<th>Developing</th>
<th>Beginning</th>
<th>Proficient</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Read and Reflections</td>
<td>Does not connect information</td>
<td>Vague connection of information</td>
<td>A clear connection of information that demonstrates their understanding of the articles</td>
<td>A clear connection of information that demonstrates their understanding of the articles and connects to their classroom practice.</td>
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<td>from articles in their response</td>
<td>from the articles in their response</td>
<td>A clear connection of information that demonstrates their understanding of the articles</td>
<td>A clear connection of information that demonstrates their understanding of the articles and connects to their classroom practice.</td>
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<tr>
<td>Discussion Posts</td>
<td>Does not answer posted questions</td>
<td>Answers posted questions partially</td>
<td>Answers posted questions and replies to 2 colleagues</td>
<td>Answers posted questions, relates question to their own teaching practice and replies to more than 2 colleagues</td>
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<td></td>
<td>and/or does not reply to</td>
<td>and/or replies to 1 out 2</td>
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<td>colleagues</td>
<td>colleagues</td>
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<tr>
<td>Final Project</td>
<td>Lesson plan does not include</td>
<td>Lesson plan may include strategies,</td>
<td>Clear lesson plan outlining strategies that were added to support students with Speech and Language disorders, lesson plan clearly states listening and speaking standards, and replies to 2 colleagues</td>
<td>Clear lesson plan outlining added strategies to support Speech and Language students, strategies are connected to previously learned material, supported visuals/materials and replies to more than 2 colleagues</td>
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</table>
ACADEMIC ACCOMMODATIONS POLICY
Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the FSU website or contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Director of the Center for Academic Success and Achievement (CASA) at 508-626-4906 or lbridges@framingham.edu

ACADEMIC HONESTY POLICY
Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.

Framingham State University Whittemore Library
Whittemore library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. Follow these simple directions: Go to:
http://www.framingham.edu/wlibrary