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Framingham State University

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Course Number and Title: **PRDV 72328** Supporting Your Speech and Language Students
Credit: 1
Course Dates and Delivery: Spring I January 24-February 18th Online Canvas
Instructor: Shannon M. Call M.S., CCC-SLP
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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. Virtual lessons, materials, resources, and examples are integrated throughout the course to reflect remote learning situations and provide technology examples. 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:

Cherry-Cruz, Teresa. (2001). Tell Me A Story: Enhancing Literacy Through The Techniques Of Story Telling. The ASHA Leader. December 2001. pgs. 4-18.

Ervin, Margaret (2003). Autism Spectrum Disorders: Interdisciplinary Teaming In Schools. The ASHA Leader. April 2003. pgs. 4-15.

German, Diane J. (2009). Child Word Finding: Student Voices Enlighten Us. The ASHA Leader. February 2009. pgs. 10-13.

Legler, Lannie. (2007). Social Fitness for Students with Asperger's Syndrome: A Classroom-Based Program for Secondary Schools. The ASHA Leader. December 2007. pgs. 12-14.

Losardo, Angela, Davidson, Derek, & McCullough, Kimberly. (2019). Stages of Success: The Theatre and Therapy Project. The ASHA Leader.   March 2019. pgs. 34-36.

Montgomery, Judy K. PhD, CCC-SLP 20Q: Adolescent Language Intervention: What Works? from SpeechPathology.com

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

Ukrainetz, Teresa A. (2019). Sketch and Speak: An Expository Intervention using Note-Taking and Oral Practice for Children with Language-related Learning Disabilities. The ASHA Leader. January 2019. pgs. 53-70.

Willis, J. (2007). Review of research: Brain-based teaching strategies for improving students' memory, learning, and test-taking success. Childhood Education. pgs. 310-315.

Course Outline and Timeline

Week 1:	**Speech Sound Disorders**
Video Lecture:	Speech Sound Disorders ● Definition/characteristics ● Examples of IEP goals ● Treatment/Therapy examples

Self-Guided Presentation	Strategies ● Student Example Videos ● Case studies (implications/effects in classroom; specific strategies including technology examples)
Required Readings:	*Massachusetts Department of Elementary and Secondary Education: Is Special Education The Right Service? Eligibility And Assessment Guidelines*.

Week 2:	**Expressive Language Disorders**
Video Lecture:	Expressive Language Disorders ● Definition/characteristics ● Examples of IEP goals ● Treatment/Therapy examples
Self-Guided Presentation	Strategies ● Student Example Videos ● Case studies (implications/effects in classroom; specific strategies including technology examples)
Required Readings:	● Cherry-Cruz, Teresa. "Tell Me A Story: Enhancing Literacy Through The Techniques Of Story Telling." ● Losardo, Angela, Davidson, Derek, & McCullough, Kimberly. "Stages of Success: The Theatre and Therapy Project" ● Judy K. Montgomery. *20Q: Adolescent Language Intervention: What Works?* ● German, Diane J. " Child Word Finding: Student Voices Enlighten Us"

Week 3:	**Receptive Language/Language Memory**
Video Lecture:	Receptive Language/Language Memory Disorders ● Definition/characteristics

	● Examples of IEP goals ● Treatment/Therapy examples
Self-Guided Presentation	Strategies ● Student Video Examples ● Whole Body Listening Approach ● Case studies (implications/effects in classroom; specific strategies including technology examples)
Required Readings:	● Ukrainetz, Teresa A. "Sketch and Speak: An Expository Intervention using Note-Taking and Oral Practice for Children with Language-related Learning Disabilities" ● Willis, J. Review of research: Brain-based teaching strategies for **improving students' memory**, learning, and test-taking success ● https://bilinguistics.com/brain-based-learning/

Week 4	Pragmatic Language Disorders
Video Lecture:	Pragmatic Language Disorders ● Definition/characteristics ● Examples of IEP goals ● Treatment/Therapy examples
Self-Guided Presentation	Strategies ● Student Video Examples ● Case studies (implications/effects in classroom; specific strategies including technology person examples)
Required Readings:	● Ervin, Margaret. "Autism Spectrum Disorders: Interdisciplinary Teaming In Schools." ● Legler, Lannie. "Social Fitness for Students with Asperger's Syndrome: A Classroom-Based Program for Secondary Schools."

Assessment	Description	Points	Due Date

Week 1			

Read and Reflect	Read the document: Is Special Education The Right Service? *A Technical Assistance Guide*.
	    This document is lengthy, but gives a great overview of the Special Education referral process (including terminology and time lines, and disorder categories) and some extremely useful information about when/what constitutes assistance in the classroom with the general education teacher vs. Special Education assistance with related Special Education staff (including information about the Instructional Support Intervention Process).
	    In a minimum of 2 paragraphs, reflect on at least two pieces of information you already knew listed in the document and 2 pieces of information that you learned from the document about the Special Education referral/eligibility process and supporting students in the general education setting using the core components of the Instructional Support Intervention Process.
		10	1/30/22

Discussion Posts	Respond to 'Introduce Yourself': share educational experience, current role, expected goals from taking this course	5	1/30/22
Week 2			
Read and Reflect	Read the articles: *Tell Me A Story: Enhancing Literacy Through The Techniques Of Story Telling* and *Stages of Success: The Theatre and Therapy Project*. Both articles provide a multitude of expressive language skills that are addressed through story telling/narrating and theater work. Answer the following reflection question in a minimum of 2 paragraphs: After reading both articles, how can you incorporate s*torytelling* and/or *theater* in your work with students? You may want to include information about a specific lesson and describe how adding storytelling and/or theater would help your students, especially those with expressive language disorder.	10	2/6/22
Discussion Posts	• Read 20 Questions: Adolescent Language Intervention: What Works? and *Child Word Finding: Student Voices Enlighten Us* article. • Think of a student you have had that presented with similar struggles outlined in both documents. Using the information that you have read in the articles and learned through the power point, create a visual or sentence starter to	10	2/6/22

	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, language standards the visual and or sentence starter supports, and explain how the visual targets/supports an aspect of expressive language learned through the power point and/or articles read. ● Choose a minimum of 1 post to view and respond		
Week 3			
Read and Reflect	View the attached sample lesson plans (a Pre-K-1st grade example; grades 2-5 example; and upper grade level example) **Choose 1** and answer the following in a minimum of 2 paragraphs. Using the information learned from listening to the lecture and the case study presentation... ● Identify the receptive language skills and language memory demands for the students given the lesson/project ● Come up with at least 2 strategies to help students with the receptive and memory demands identified	10	2/13/22
Discussion Posts	Please **Choose 1** of the following 2 options to respond to for this week's Discussion Post + read and respond to 1 post: *Option 1:* Read <u>Review of Research: Brain-Based Teaching Strategies for Improving Students' Memory, Learning, and Test-Taking Success</u> and "Sketch and Speak: An Expository Intervention using Note-Taking and Oral Practice for Children with Language-related Learning Disabilities" (you can find both articles attached in the week 3 folder right under the discussion post instruction). Choose 1 out of the 2 articles you read and in a minimum of 2 paragraphs write about 2 thing you learned about memory reading this article and how you can use that information in your current teaching. Read a minimum of 1 post (to either option) and respond how you can use the information or strategies with your students. *Option 2:* Explore the bilinguistics website https://bilinguistics.com/brain-based-learning/	10	2/13/22

	Watch the videos under the *Keep In Mind: Brain-Based Learning Facts & Strategies* page. In a minimum of 2 paragraphs, How can you incorporate some of these strategies in your work to support memory? You may want to include information from a specific lesson or just some general additions to your teaching practice. Read at least 1 post (to either option) and respond how you can use the information or strategies with your students.		
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 in a minimum of 2 paragraphs: Recently, I took a course on preventing teacher 'burnout.' In the book, First Aid For Teacher Burnout, the author (Rankin) cited a survey completed in 2008: A survey of 2,000 current and former teachers revealed lower turnover rates when teachers collaborated, as well as greater personal satisfaction and strong collegial relationships. How can you reach out and collaborate with other professionals (e.g. OT, PT, Sped, classroom teacher) to support students with pragmatic language difficulties? Please include a strategy or idea from the articles that you would like to try with your students.	10	2/18/22
Discussion Posts	Write up a brief description of a student you have had with one of the Speech and Language disorders presented in the past 4 weeks. Identify the disorder and a brief summary of the difficulties you observed the student have with your curriculum. Share at least one strategy that you found successful when you implemented with that student. This can be a strategy already covered through the lecture, presentations or articles. Or share a strategy that has not been mentioned yet! Minimum of 2 paragraphs. Read and comment on at 1 post.	10	2/18/22

Final Project/Assignment	Create a lesson plan or take an existing lesson plan and add in specific accommodations, strategies, and support for each disorder covered in this course. Use the information you have learned through the lectures, case study presentations, videos, articles, and each other's discussion posts to add in specific support for a student with *Speech Sound Disorder, Expressive Language Disorder, Receptive Language Disorder, and Pragmatic Language Disorder.* There should be a minimum description of at least 8 different added strategies (at least 2 added strategies for each different disorder). Please make the added strategies and the disorder they target stand out by putting them in bold or explaining within the lesson (e.g. "this strategy was added to target _____ disorder"). Include the curriculum standards for your lesson. A minimum of 1 page is expected. Read and comment on at least 1 of the posted lesson plans.	25	2/18/22
	Total:	100	

FRAMINGHAM STATE UNIVERSITY GRADING SCALE		
RECORDED GRADE	*EQUIVALENT QUALITY POINTS*	*TOTAL POINT VALUE*
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
F	0.0	Below 73

Grading Rubric:

	Developing	Beginning	Proficient	Exemplary
Read and Reflections	Does not connect information from articles in their response	Vague connection of information from the articles in their response	A clear connection of information that demonstrates their understanding of the articles	A clear connection of information that demonstrates their understanding of the articles and connects to their classroom

				practice.
Discussion Posts	Does not answer posted questions and/or does not reply to colleagues	Answers posted questions partially	Answers posted questions and replies to 1 colleague	Answers posted questions, relates question to their own teaching practice and replies to more than 1 colleagues
Final Project	Lesson plan does not include strategies for Speech and Language students and/or does not reply to colleagues	Lesson plan may include strategies, but they are not clearly identified, nor connected to learned material and/or replies to 1 colleague	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	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

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