



What Every Desperate SLP Needs to Fold Into Their Basket



Guidelines for School-based SLPs www.omnie.org

<p>SLP Guidelines Module Topics</p>	<p>Highlights/ Description</p>	<p> What's Been Hanging On the Line?</p>	<p>What's Fresh?</p> 
<p>Academic Content Standards</p> <p><i>Authored by:</i></p> <p><i>Susan Givler Kathy Staugler</i></p>	<p>Resources provided to define content standards and demonstrate relationship to NCLB, IDEIA and state testing, plus assist SLPs in linking Ohio's Academic Content Standards to goals and interventions.</p>	<ul style="list-style-type: none"> • Standards-Based Communication Skills Checklists for PK-Grade 12 • Sample lesson plans • ASHA Resources • Commercial products 	<p>Timelines for Core Curriculum & New Assessments</p> <p>Information on Model Curriculum</p> <p>Powerpoint about English Language Arts Core Standards and Model Curriculum</p> <p>Numerous new websites for more information</p>
<p>Articulation/Phonology</p> <p><i>Authored by:</i></p> <p><i>Jennifer Taps</i></p>	<p>Collection of phonology and articulation resources, materials and best practice tools for school based practice. Assessment and intervention, as well as guidance and service delivery both inside and outside of special education explored.</p>	<ul style="list-style-type: none"> • Phonology/Artic Assessment Case Studies • Best Practices Summaries • Service Delivery Options • ASHA Resources for Bilingual Issues • Data Collection Resources • Artic/Phonology Therapy Resources 	<p>Naturalistic Play Activities Handout</p> <p>Flowchart: Which Treatment Approach to Use</p> <p>High Frequency Word List</p>

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<p>AT/AAC</p> <p><i>Authored by:</i></p> <p><i>Kathy Staugler and Nick Weiland</i></p>	<p>Guidance document delineates federal and state regulations, considerations in IEP, assessment and funding. AAC resources and AT resources included.</p>	<ul style="list-style-type: none"> • FAQ • SETT forms • Classroom Integration Tips • AAC Therapy Materials 	<p>iTechnology:</p> <ul style="list-style-type: none"> • iPads • iTouches <p>AAC and Children Webcast GPAT</p>
<p>Audiological Support for SLPs</p> <p><i>Authored by:</i></p> <p><i>Susan Bussard, Carol Lepi, Kirsten Marconi and Carrie Spangler</i></p>	<p>Audiological resources designed to support the school based SLP working with students who are deaf, hearing impaired and/or have a cochlear implant.</p>	<ul style="list-style-type: none"> • Hearing Aid & Cochlear Implant resources • Assistive Technology • IEP Considerations • Federal & State Laws • Web resources 	<p>Free Hearing Conservation Resources</p> <p>Ohio Guidelines for Educational Interpreters 2011</p> <p>GAP: Guide to Access Planning/Free and web-based</p>
<p>Auditory Processing</p> <p><i>Authored by:</i></p> <p><i>Mary Conlon and Roseanne Douville</i></p>	<p>What is an auditory processing disorder, referral guidelines, and suggested remediation techniques preschool through high school can be found in this module.</p>	<ul style="list-style-type: none"> • Role of the SLP in diagnostics • Using the RTI model • Suggested websites 	<p>New links!</p>
<p>Autism</p> <p><i>Authored by:</i></p> <p><i>Lynn Dudek and Jennifer Hood</i></p>	<p>Autism and Asperger resources for the school-based SLP including definitions, educational diagnosis issues and assessment tools, intervention considerations and strategies and collaboration resources.</p>	<ul style="list-style-type: none"> • Autism 101 • ASHA resources • Assessment Tool Grid • Visual Supports and Service Delivery • Intervention Strategies • Web Resources 	<p>EBP links</p> <p>Autism Service Guidelines</p> <p>Ed. ID of Individuals with ASD</p> <p>Develop and Implement Visual Supports</p>

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<p>Childhood Apraxia of Speech</p> <p><i>Authored by:</i></p> <p><i>Erin Redle</i></p>	<p>This module is a collection of: definitions of apraxia, differential diagnosis & developmental information. Resources for assessment and treatment of childhood apraxia of speech (CAS) are provided along with current research.</p>	<ul style="list-style-type: none"> • ASHA's Position Statement & Technical Report by Ad Hoc Committee on Apraxia of Speech in Children (2007) 	<p>New information on Frequency of Production including an article.</p> <p>Also, links to related ASHA convention handouts.</p>
<p>Cognitive-Communication Disorders</p> <p><i>Authored by:</i></p> <p><i>Roberta DePompeii</i></p>	<p>This module will describe cognitive communicative behaviors after an acquired brain injury, suggest functional assessment and treatment options, and describe necessary collaborative transitions.</p>	<ul style="list-style-type: none"> • Position statements from ASHA; • websites that can facilitate assessment and treatment 	<p>Information on concussions in children and athletes</p>
<p>Dysphagia</p> <p><i>Authored by:</i></p> <p><i>Erin Redle</i></p>	<p>Information presented on identification and treatment of feeding and swallowing disorders. This module also highlights educational relevance of feeding and swallowing disorders.</p>	<ul style="list-style-type: none"> • Links to websites, both national and across Ohio • Handouts to provide information to administration & staff • Sample goals, therapy activities • Necessary information for video swallow studies 	<p>Link to new ASHA document that highlights dysphagia for school based SLPs.</p> <p>Link to pertinent ASHA convention handouts.</p>

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<p>Early Childhood</p> <p><i>Authored by:</i></p> <p>Jean Apfelbeck, Meier Bauer, Susan Brown, Mary Lou Reardon, and Bethany Soundappan</p>	<p>Information and resources about</p> <ul style="list-style-type: none"> • Language development; • Preschool literacy; • Preschool evaluations; • Play; • Early Learning Content Standards, Preschool IEPs; and • Data collection. 	<ul style="list-style-type: none"> • Developmental norms; • Lists of preschool books by theme and speech sound; • Sample play scripts; • Sample IEP goals; • Sample data sheets; • Web resources. 	<p>REC website: Resources for Early Childhood: An Online Resource for Ohio Educators</p> <p>Early Childhood Building Blocks: 1.RtI in the Inclusive EC Classroom 2.Universal Design for Learning in Early Childhood Inclusive Classrooms</p>
<p>English Language Learners</p> <p><i>Authored by:</i></p> <p>Elenny Tuleta</p>	<p>Definitions, second language acquisition (SLA), acculturation. Differential diagnosis between language difference and language disorder, and intervention tools.</p>	<ul style="list-style-type: none"> • Phonemic inventories for major languages • ASHA documents, • SLA charts, • Diagnostic tips, • Glossary 	<p>PS Guidelines Early Childhood Ed Brief Types of Bilingualism</p>
<p>Evidenced-Based Practice</p> <p><i>Authored by:</i></p> <p>Laura Justice and Katie Kerns</p>	<p>Overview of EBP as it applies to school based practice, recommendations, online resources and references. Examples of implementing EBP into every day caseloads.</p>	<ul style="list-style-type: none"> • What is EBP? PowerPoint Tutorial • EBP Case Study Link • ASHA Resources • EBP Self-Assessment • Sources of Evidence 	<p>Updated list of resources ASHA Compendium</p>

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<p>Literacy and the SLP</p> <p><i>Authored by:</i></p> <p>Terri Farnham</p>	<p>This module provides a background on literacy; the Nat'l Reading Panel's Five Elements of Reading, SLP's role in literacy, links & parent resources.</p>	<ul style="list-style-type: none"> • Literacy documents • ASHA tips • Links to free publications • Video resources 	<p>Brand new vocabulary section</p>
<p>Pragmatic Language</p> <p><i>Authored by:</i></p> <p>Linda Vaughan</p>	<p>Definition of pragmatic language; development of and factors that impede social/pragmatic language and emotions; interrelationship of language, emotional, psychiatric, behavioral issues; assessment of and common deficits in pragmatic language; intervention strategies and development of social skills programs are covered in this module.</p>	<ul style="list-style-type: none"> • Blood flow diagram • Positive Behavior Supports diagram • Social register chart • Voices chart • Discourse chart • Sample interventions • Sample games to illustrate social skills 	<p>Theory of Mind/Perspective Taking information</p> <p>Michelle Garcia Winner's Social Thinking approach</p> <p>www.socialthinking.com</p>
<p>Regular and Special Education Procedures</p> <p><i>Authored by:</i></p> <p>Sally Demmler and Deb McGraw</p>	<p>This section includes definitions of disability terms; confidentiality; Individual Education Plans (IEP); Free and Appropriate Public Education (FAPE) for extended school year, assistive technology, non-academic services, hearing; procedural safeguards; non-public schools; delivery of services; child find and preschool.</p>	<ul style="list-style-type: none"> • IEP Facilitation Tool • IEP Development Smart Sheet Tool • IEP Services Smart Sheet Tool • Writing Measurable Goals & Objectives Tool • Initial Evaluation Flow Chart • Evaluation Data Sheet Tool • Instructional Decision Making Guide for Specialized Instruction Tool • PR-01 Prior Written Notice Tool 	<p>Writing better ETR's and IEP's: 2 new powerpoints</p> <p>Specially Designed Instruction rubric</p> <p>LRE Smart Sheet</p>

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<p>Response to Intervention in the Schools</p> <p><i>Authored by:</i> <i>Kathy Jillson and Ann Slone</i></p>	<p>What is Response to Intervention? Role of SLP in RtI Speech & Language RtI Models That Have Worked</p>	<ul style="list-style-type: none"> • Intervention Action Plan Form • Response to Intervention Assessment Diagram • HCESC Standards-Based Communication Skills Checklists • CBM for Writing • Secord's 49 Ways to Develop Language • Resource List • Websites 	<p>ASHA Leader Live link to Article by Judy Rudebusch</p>
<p>Role of the SLP in Schools</p> <p><i>Authored by:</i> <i>Susan Givler</i></p>	<p>Role of SLP according to Ohio's Operating Standards, ASHA, NCLB and IDEIA. Also includes information on team responsibilities, legislation, ethical practice, Professional Memberships and Licensure & Certification.</p>	<ul style="list-style-type: none"> • ASHA State-by-State • Links to Professional Sites • 10 Steps to Consider Ethical Practice • ASHA Resources 	<p>Powerpoint on ASHA's new position statement on the Roles and Responsibilities of the SLP in Schools (2010)</p> <p>Reflection tool</p>
<p>Stuttering</p> <p><i>Authored by:</i> <i>Rod Gabel and Diane Games</i></p>	<p>Module provides a comprehensive look at stuttering for the school-based SLP. Assessment and multiple interventions and therapies are addressed.</p>	<ul style="list-style-type: none"> • Diagnostic Protocol • Treatment Ideas for Attitudinal Behaviors • Message Therapy Summary • Special Case of Adolescents (Therapy) 	<p>Adolescent Fluency Treatment Advice to Teachers</p> <p>Cognitive and Attitude Transfer Ideas for School Aged Students</p>
<p>Supervision</p> <p><i>Authored by:</i> <i>Janice Wright</i></p>	<p>Suggestions for continuing education offerings, a variety of resources, policies, texts and tips to assist in supervision</p>	<ul style="list-style-type: none"> • Policy and Position Statements Concerning Speech-Language Pathology and Audiology 	<p>Proposed ASHA changes in CF mentoring beginning 2014</p> <p>ASHA articles on Supervision link</p> <p>Relevant courses on Speech Pathology.com link</p>

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<p>Workload and Alternate Service Delivery Models</p> <p><i>Authored by:</i></p> <p><i>Chuck Carlin</i></p>	<p>This module looks at Caseload and Workload. It includes such topics as:</p> <ul style="list-style-type: none"> • A Two-Prong Approach • Ohio Operating Standards and Workload • How to Use a Workload Approach • Success Stories • Flexible Scheduling for Integrated Classroom-Based Services • Integrated Services on Behalf of the Child • Spectrum of Service Delivery Models • Implementation and Barriers to Flexible Scheduling • Research & Legal Support 	<ul style="list-style-type: none"> • Examples & workload analysis worksheets • Example of workload approach for Ohio • Workload activity cluster • Advocacy Techniques • Workload/Caseload Calculator • ASHA Resources • 3:1 Model: Sample Implementation Plan • Data Sheet Examples • Consultation Documentation Form 	<p>ODE's Tele-supervision study in progress</p> <p>FACT Sheet from OEC About Service Providers Caseloads</p> <p>Ann Guinan's guidance information about Consultative Services on the IEP</p>
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