# CESA 5 Credit Course Syllabus

**EDUC 548-044 - School Based Speech/Language Pathology Institute**

| CESA 5<br>626 E Slifer St.<br>Portage, WI 53901 | Office: | **Mary O'Brien** | Instructor: |
|---|---|---|---|
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**SEMESTER CREDITS:** 1 graduate credit

**COURSE DATES:** Monday February 13, 2017 8:00 AM – 4:00 PM

Tuesday February 14, 2017 8:00 AM – 4:00 PM

**LOCATION:** Wilderness Resort and Conference Center - Wisconsin Dells, WI

511 East Adams St.

**DESCRIPTION:**

The purpose of this graduate course is to provide professional educators an opportunity to collaboratively define a common knowledge base for understanding and application of communication for students with speech/language deficits.

This 2-day Institute provides Speech-Language Pathologists (SLPs) with a wide variety of strategies to support a wide variety of communication needs. The keynote & breakout sessions cover current topics for SLP's. Our unique setup allows for direct interaction with a variety of vendors, including therapy and educational materials & assistive technology strategies. The Institute also provides an opportunity for SLPs to re-connect with an extended community of school-based SLP's. In addition to our distinguished keynote speaker, this conference features 90-minute breakout sessions all day Tuesday, vendor exhibits, and an ethics session.

**Key Note Presenter:**

Maryellen Rooney Moreau, M.Ed. CCC-SLP is the Founder and President of MindWing Concepts. Her forty year professional career includes: school-based SLP, college professor, diagnostician at the Curtis Blake Child Development Center and Coordinator of Intervention Curriculum and Professional Development at the Curtis Blake Day School for children with language learning disabilities.

In 1991, she created the Story Grammar Marker® tool and methodology after years of research and practice and was awarded 2 United States Patents. Since then, she has written 15 publications and created a line of more than 40 multisensory materials that support this methodology, including Braidy the StoryBraid®, Story Grammar Marker®, ThemeMaker® and Talk to Write, Write to Learn®.

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**COURSE ASSIGNMENTS AND REQUIREMENTS:**

1. Attend all conference sessions on February 13th and February 14th, 2017.

2. Complete an electronic conference evaluation after the conference.

3. Write an application summary paragraph for each session at the conference.

4. Read FOUR articles and summarize how the information applies to daily work assignments (articles

    are provided to participants on the conference website).

5. **Items # 3 and #4 must be received by Mary O'Brien no later than 4:00 PM on Monday, March 13, 2017 in  order for the student to receive credit.  Please send summaries to my email address, obrienm@cesa5.org**

**METHODOLOGY:**

Lecture, small group discussion, large group discussion, question and answer sessions, videos, LCE presentations, overheads, sharing sessions, and other related teaching and presentation aids will all be used during the conference sessions.

***WISCONSIN TEACHER STANDARDS ADDRESSED:***

PI-34.02 Teacher Standards:

   2. The teacher understands how children with broad ranges of ability learn and provides instruction that

      supports their intellectual, social, and personal development.

   3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede

      learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities

       and exceptionalities.

   4. The teacher understands and uses a variety of instructional strategies, including the use of technology,

      to encourage children's development of critical thinking, problem solving, and performance skills.

   6.  The teacher uses effective verbal and nonverbal communication techniques as well as instructional

        media and technology to foster active inquiry, collaboration, and supportive interaction in the

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classroom.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

PI-34.03 Administrator Standards:

3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

5. The administrator models collaboration with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

7. The administrator understands, responds to, and interacts with the larger political, social economic, legal, and cultural context that affects schooling.

PI-34.04 Pupil Services Standards:

2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety, and development.

3. The pupil services professional has the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.

5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral, and physical issues and circumstances which may limit pupils' ability to achieve positive learning outcomes through development, implementation, and evaluation of system-wide interventions and strategies.

***SPP Indicators***

1. Graduation-Percent of youth with IEPs graduating with a regular diploma

3. Statewide Assessment-Participation and performance on the WKCE and the WAA –SwD

5. LRE Placement-Percent of 6-21 year old children removed from regular class; served in public/private

separate schools; residential settings; homebound; hospitals

8. Parent Involvement – Percent of parent's w/child receiving SPED services who report school facilitated

parent involvement

*Conceptual Framework:*

## Viterbo Mission Statement

The mission of Adult Learning at Viterbo University is to be the regional choice for non-traditional students, preparing them to grow as confident professionals in their careers and communities.

## GPAE Goals

- To foster an appreciation of the lifelong learning in program participants.
- To teach using active methods of learning through discussion, student involvement, and relevance to the learners' lives.
- To prepare learners for careers or for occupational advancement or change through acquisition of current knowledge and skills.
- To offer courses at times, locations, and in formats convenient to working adults' schedules.
- To provide learning opportunities for adults across Wisconsin and beyond through the use of technology.

## Accreditation

Viterbo University is committed to meeting the highest academic standards measured by the North Central Association of Colleges and Schools Commission on Institutes of Higher Education (HLC). The university offers excellent opportunities for students transferring from similar colleges and universities which have met the stringent guidelines of their regional accrediting commissions. We have a liberal transfer policy for students transferring from any of the six accredited institutions. Most often, these are nationally accredited, proprietary/for profit institutions. We urge all students to verify that the institution where they take courses is regionally accredited to ensure that their coursework can be considered for transfer to any regionally accredited university or college at the graduate or undergraduate level.

## *Viterbo University is accredited/approved by:*

- National Council for Accreditation of Teacher Education
- Wisconsin Department of Instruction
- Higher Learning Commission of the North Central Association

**OUTLINE OF CONTENT:**

1. Course description and outlined expectations (see conference brochure)

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2. Current professional journal articles, Wisconsin State – wide Project materials, and on-line resources.

3. Written project describing the application of knowledge and skills acquired through the conference to address an identified professional learning and/or district need.

***COURSE OUTCOMES:***

1. Participants will learn and understand the concept of presuming competence.

2. Participants will learn the importance of collaborative teaming to support successful inclusion.

3. Participants will learn a variety of techniques to support inclusion with the use of assistive technology.

4. Participants will learn how to use best practices in utilizing a Participation Model, Aided Language Stimulation, and Differentiated Communication within a classroom.

5. Participants will learn how Assistive Technology and SMART Board Tools can be intergraded in general education settings to support teaching and learning for students with communication, physical and learning challenges, along with the "typical student".

6. Participant will learn strategies to address speech-sound disorders of children.

7. Participants will learn the seven underlying concepts of the cycles approach to phonological remediation.

8. Participants will learn and understand the power of the mind and body, as well as how to use them as Motivating factors in both personal and professional circumstances,

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*GRADING/METHODS OF EVALUATION:*

### Grading Rationale

* Participants in this course are expected to attend the full 2 –day institute. (NOTE: No papers will be

accepted at the conference).

* After careful reading and reflection of the articles and completion of the written assignment, papers

may be sent via email, US Postal Service, or faxed to CESA 5.

* All activities are to be completed to the satisfaction of the instructor.

* All project expectations and evaluation criteria, including the due date, will be discussed at the

institute.

* Papers **CAN NOT** be handwritten, they must be typed.

### Grading Scale

| | |
|---|---|
| A | 35-40 points |
| A/B | 30-34 points |
| B | 25-29 points |

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| | |
|---|---|
| B/C | 20-24 points |
| C | 15-19 points |
| C/D | 10-14 points |
| D | 5-9 points |
| F | 0-4 points |

OR failure to turn paper in by due date: **Monday, March 13, 2017**

**Grading Rubric**

Written summary paragraph for each session and summaries from four (4) articles.

Each session paragraph 5 pts each = Total 20 pts.

Reading summary paper 5 points each = Total 20 pts.

40 Total points

| Excellent<br>5 | Good<br>4 | Average<br>3 | Below Average<br>2 | Poor<br>1 | Grading Criteria<br>Total of All Available points<br>40 |
|---|---|---|---|---|---|
| Paragraphs are clear, logical, organized around a developed session's topic. | Paragraphs follow a logical organization but may drift from the session's topic | Paragraphs have little organization; and a poor connection to professional | Several of the points of the paragraphs are ambiguous OR professional practice | Paragraph unorganized, no complete sentences, OR no mention of | Session – Summary #1___ Summary #2___ Summary #3 ___ Summary #4 |

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| Includes strong benefit to practice statement. | and/or benefit connection to practice statement is acceptable, but could be stronger. | practice statement. | connection not made. | professional connection not made. | ___<br><br>5 pts./each<br>Total 20 Points<br><br>_____points |
|---|---|---|---|---|---|
| The summary demonstrates a strong relationship between the article topic and application of the topic to the school setting; several strong examples are included. | The summary explains how the article topic supports the applications to the school setting with at least two examples. | The application and summary attempts to support the topic of the article and its relevance to the school setting only one example given. | The evidence provided does not support the topic of the article; little relation to the school setting, no connection to daily work or examples. | The summary does not explain how the article content relates to the application in school or daily work. No paper submitted or submitted late. | Summary of<br>Reading #1____<br>Reading #2____<br>Reading #3____<br>Reading #4____<br><br>5 pts/each<br>Total 20 points<br><br>_____points |
| | | | | | Total points |

**BIBLIOGRAPHY and SUGGESTED READINGS:**

Garcia Winner, Michelle "Managing Impulsivity Through Self-Regulation" Social Thinking Articles https://www.socialthining.com

Garcia Winner, Michelle, and Pamela Crooke "Assessing the Social Mind in Action: The Importance of Informal Dynamic Assessments" Social Thinking Articles https://www.socialthinking.com

Linton, Beckham, and Michelle Garcia Winner "Learning to Take Control of Emotional Reactions as Part of Problem Solving" Social Thinking Articles https://www.socialthinking.com

Sautter, Elizabeth MA, CCC-SLP "Taking a Deeper Look at Whole Body Listening: It's a Tool Not a Rule" Social Thinking Articles http://socialthinking.com

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