Leigh Anne Roden-Carrier, Ed.D. CCC-SLP
Phone: 270-745-4683
E-Mail: leighanne.roden@wku.edu
Office Hours: Available by appointment

Course Dates
May 18th, 2015 – June 12th, 2015

Chat Meeting Times
Wednesdays 5:30-6:45 PM CST

Catalogue Course Description
An in-depth examination of a topic of current interest and relevance to speech-language pathologists.

Enhancing School-Based Therapy Description
This course focuses on school-based speech-language pathology. A variety of topics will be discussed including current issues and trends, due process procedures, paperwork and shortcuts, assessment practices, and intervention ideas.

Course completion will allow students to:
- Discuss and identify current issues and trends in school-based speech-language services
- Develop a speech-language response to intervention program
- Identify due process documents and efficient ways to manage paperwork
- Describe assessment practices for students with significant speech/language needs
- Identify various methods of collaboration with classroom and special education teachers
- Discuss assessment and intervention practices specific to phonology, fluency, augmentative and alternative communication
- Utilize therapy materials across grade levels and areas of need including pragmatics, phonology and articulation, syntax, semantics, morphology, and emergent literacy

Method of Instruction
Instruction will be provided through a combination of Adobe Connect meetings, Blackboard, reading assignments, and online learning activities.

Referenced Texts (these documents and texts will be referenced (not required) during the course)

Kentucky Department of Education. (2012). Guidance for the related services of occupational therapy, physical therapy, and speech/language therapy in Kentucky public schools. Frankfort, KY: Kentucky Department of Education.


**Evaluation of Student Achievement**

*Position Statements (4 at 25 points each/100 points total):* Students will be given an opinion statement and will argue for or against the position. Both personal opinions and evidenced-based research must be included in the response. Students can also ask a practicing school-based SLP for his/her opinion. There is no page length requirement as the instructor is looking for student’s ability to thoughtfully argue particular school-based topics based on current knowledge and that gained from research.

*SLP Interview (100 points):* Students will select a topic (or topics depending on individual interests), create 7-8 questions, and interview a school-based speech-language pathologist. Questions may change during the interview based on responses. The student will summarize and discuss the responses including personal reactions and research regarding the topic. There is no page length requirement as the instructor is looking for the student’s ability to thoughtfully analyze the interview.

*Therapy Activity across Grade Levels and Language Components Presentation (100 points):* Students will create a therapy activity/game and demonstrate how to use the activity across two different grade levels (i.e. preschool and third grade, sixth grade and twelfth grade) to address pragmatics, phonology, syntax, semantics, and morphology. Students will provide classmates with a list of materials to make the activity/game or will provide an electronic copy of the game/activity. Students will record their presentation and send via YouTube link or Dropbox. This presentation must not exceed 10 minutes.

*School-Based Expectations – Final Paper (100 points):* Students will write a paper detailing expectations for their school-based experience. Paper headings will include supervisor expectations (co-worker expectations if currently employed), student/caseload/workload expectations, meeting practices, paperwork, scheduling, therapy structure, and intervention practices. Students will include three personal growth goals addressing what they plan to accomplish during their school-based placement or over the next school year if currently employed.

**Grading Scale**

Grades are based on the total percentage of points earned. There are 400 total points possible.

A: 93-100
B: 85-92
C: 77-84
D: 68-76
F: Below 68

**Course Policies**

*Communication*

All class correspondence will be delivered to your WKU e-mail address or posted to Blackboard. Please check your e-mail and Blackboard regularly for class information, changes, and updates. E-mails to instructor will likely be answered within 24 hours of receipt.
Attendance and Participation
Attendance to online synchronous chats is required unless extenuating circumstances exist and previous arrangements have been made with instructor. Emergencies will be addressed on an individual basis and must be communicated to instructor as soon as possible. Attendance and class participation are essential to successful course completion. Instructor may provide an alternate assignment to replace a missed online class.

Late Assignments
Students receive a course schedule well in advance of assignment due dates. Late assignments are not accepted. All assignments are due by 11:00 PM Central Standard Time on the date indicated on the course schedule. Emergencies will be addressed on an individual basis and must be communicated to instructor as soon as possible.

Assignment Format
All assignments must follow APA format when required. Papers are to be written in 12 point Times New Roman font with one inch margins. The following website provides helpful information concerning APA style and citations: http://owl.english.purdue.edu/owl/resource

Technology Management
This course will be presented using Blackboard software and Adobe Connect. Students must have access to reliable high-speed internet or have an alternate plan if connectivity issues arise. The WKU IT Help Desk can be reached at 270-745-7000 if you have any issues with Blackboard or Adobe. Visit this website to familiarize yourself with Adobe Connect before our first meeting: http://www.wku.edu/it/adobeconnect/

Plagiarism
Note: Students must know the various forms of plagiarism. Review the following tutorial for specific information: http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing

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.

Special Services
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, DSU 1074. The SARC telephone number is (270) 745-5004 V/TDD; the email is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the SARC.

Grievance
The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. The University’s Grievance Policy is specified at the following URL: http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf
## SLP 572 Contemporary Issues in Communication Disorders:
Enhancing School-Based Therapy

### Assignments and Chat Schedule

Assignments and the schedule are subject to change at instructor’s discretion. All assignments are due by **11:00 CST** on the date indicated on the schedule.

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<tr>
<th>Date</th>
<th>Topics &amp; Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>5/18/15</td>
<td><strong>Discussion Board</strong> – Introduce Yourself</td>
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<td>5/19/15</td>
<td><strong>Opinion Statement #1 Due</strong></td>
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| 5/20/15 | Chat 5:30-6:45 PM CST  
Response to Intervention  
Due Process and Qualification Paperwork and Shortcuts | 5/20/15  |
| 5/26/15 | **Opinion Statement #2 Due**                                                           | 5/26/15  |
| 5/27/15 | Chat 5:30-6:45 PM CST  
Assessment of Non-Verbal Students  
Collaboration                                         | 5/27/15  |
| 6/2/15  | **Opinion Statement #3 Due**                                                           | 6/2/15   |
| 6/3/15  | Chat 5:30-6:45 PM CST  
Therapy ideas  
Tailoring Activities Across Needs & Grades          | 6/3/15   |
| 6/6/15  | **Presentation Video Due**                                                            | 6/6/15   |
| 6/6/15  | Therapy Activity across Grade Levels and Language Components  
10 minute time limit                                  | 6/6/15   |
| 6/9/15  | **Opinion Statement #4 Due**                                                           | 6/9/15   |
| 6/10/15 | Chat 5:30-6:45 PM CST  
Fluency Therapy Activities  
Alternative & Augmentative Communication  
Phonological Intervention                           | 6/10/15  |
| 6/12/15 | **SLP Interview Due**                                                                 | 6/12/15  |
| 6/14/15 | **Final Paper**  
School-Based Expectations                                | 6/14/15  |
| 6/16/15 | **FINAL GRADES POSTED IN TOPNET**                                                     | 6/16/15  |
Opinion Statements (25 points each/100 points total)
Due every Tuesday by 11:00 PM CST

Students will argue for or against each position statement. Both personal opinions and evidenced-based research must be included in the response. Students can also ask a practicing school-based SLP for his/her opinion. There is no length requirement as the instructor is looking for student’s ability to thoughtfully argue particular school-based topics based on current knowledge and that gained from research.

#1 TOPIC: RESPONSE TO INTERVENTION – Due 5/19/2015
Response to intervention is a pointless requirement for children with speech sound production delays and disorders. KEY TERMS: RTI for articulation, RTI for speech, RTI and speech-language pathologists, RTI and speech therapy

#2 TOPIC: SPEECH/LANGUAGE THERAPY AND HIGH NEEDS STUDENTS – Due 5/26/2015
School-based speech-language pathologists should provide language therapy to all students in high-needs special classrooms. KEY TERMS: speech and language and functionally mentally disabled (FMD), speech and language and cognitive impairments, speech and language and multiple disabilities

#3 TOPIC: THERAPY FREQUENCY AND INTENSITY – Due 6/2/2015
Instead of twice a week for 30 minutes, children in speech-language therapy should receive therapy 3-4 times per week for 15-20 minutes. KEY TERMS: speech and language therapy frequency, speech and language therapy intensity, speech and language scheduling

LAST OPINION STATEMENT – TWO OPTIONS – Choose one of the following two topics for the final opinion statement.

#4 TOPIC: WORKLOAD VS. CASELOAD – Due 6/9/2015
In Kentucky, school-based speech-language pathologists have a caseload limit of 65 students. The state should change to a workload model because there is no benefit to have a caseload model. KEY TERMS: speech and language workload model, speech and language caseload model

OR

#4 TOPIC: EDUCATIONAL IMPACT – Due 6/9/2015
According to the Individuals with Disabilities Education Act, a student can only receive special education services if there is an impact on educational performance. If a student is receiving good grades, he/she should not receive speech, language, or swallowing therapy in the schools. KEY TERMS: educational impact and speech/language therapy, feeding/swallowing therapy in the schools, swallowing disorders and educational impact
## Course Calendar

### May 2015

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