

**WILLIAM PATERSON UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS**

Communication Disorders Programs in the Schools

COURSE TITLE: CODS 6120 - Communication Disorders Programs in the Schools

1. COURSE INFORMATION:

Number & Title: CODS 6120, Communication Disorders Programs in the Schools

Credits: 1

Prerequisites: CODS 6310 (Language Disorders: School Age – Adolescence)

Time: Tuesday/Thursday 6:00-9:00pm, Remote, Synchronous & Asynchronous

Duration: 01/03/2022 - 01/21/2022

Location: Blackboard Google Meet Link TBD

2. DEPARTMENT INFORMATION:

University Hall - 2nd Floor - Suite 248

Administrative Assistant: Madeline Garcia

Phone number: (973) 720-2208 Email: Garciam@wpunj.edu

3. Instructor: Dr. Fenwick Office: Virtual Office

Office hours: Before/After class upon request

Phone: 201 670-2770 ext 10505

Email: fenwickm@wpunj.edu

- 4. COURSE DESCRIPTION:** This course examines the organization and development of school-based speech-language programs and reviews school-based speech-language practices as a learning experience. Critical issues related to the practice of speech-language pathology in the school setting (PSD, K through 12th grade) including legislative issues, special education, Response to Intervention (RTI), referral and evaluation for services, development of the Individual Education Plan (IEP), The New Jersey Student Learning Standards (NJSLS), lesson planning and caseload management are focal targets of the course. Students will learn to interface effectively with teachers and other personnel in the schools and communicate as both case managers and related service providers, to the home and school community. Students will explore curriculum and the impact of speech-language difficulties on academic performance with specific attention to literacy. Current ASHA roles and responsibilities of the school-based clinician will also be reviewed including tele-practices and hybrid programming under pandemic response. A variety of service delivery models as well as the role of the speech-language pathologist as case manager and member of the Child Study Team will be discussed.

- 5. COURSE OBJECTIVES:** The student will demonstrate knowledge of:
 - 5.1. the roles and responsibilities of the school-based speech-language pathologist.
 - 5.2. assessment procedures and intervention strategies for communication disorders in the public school setting.
 - 5.3. issues pertaining to culturally diverse as well as special populations in the public school setting (including the relationship of speech-language supports and treatment of dyslexia).

- 6. STUDENT LEARNING OUTCOMES:** The students will:
 - 6.1. describe federal legislation leading up to PL 94-142 (1975) until IDEA (2004).
 - 6.2. describe the New Jersey Administrative Code (NJAC:6A:14) as it applies to provision of speech-language services in the public school.
 - 6.3. describe development of the IEP and relating goals and objectives to the core curriculum standards.
 - 6.4. describe 504 guidelines in relation to provision of speech-language services in the public school.
 - 6.5. describe development of speech-language programs in the public schools and describe the various service delivery models.
 - 6.6. describe the roles and responsibilities of a school speech-language pathologist.
 - 6.7. summarize evidence-based research in provision of services in the public school.
 - 6.7 integrate knowledge and ideas in a coherent and meaningful manner.
 - 6.8 work effectively with others on projects related to provision of speech-language services in the public school.
 - 6.9 describe current tele-practice in school, including synchronous and asynchronous speech services.

- 7. TOPIC OUTLINE OF COURSE CONTENT:**
 - 7.1. Historical background
 - 7.2. Federal legislation
 - 7.3. NJ Administrative Code (NJAC 6A:14) & Parental Rights in Special Education (PRISE)
 - 7.4. Intervention & Referral Services through Eligibility & IEP Development
 - 7.5. Section 504
 - 7.6. Program development
 - 7.7. Case management
 - 7.8. Service delivery models
 - 7.9. Roles and responsibilities
 - 7.10. Special populations
 - 7.11. Evidence-based practices

8. SUGGESTED TEACHING METHODS AND STUDENT LEARNING ACTIVITIES

- 8.1. Suggested teaching methods include presentation of information through lectures, with accompanying presentations, videos, review of articles and news articles, and by leading discussions. Blackboard will also be used to provide information and materials. Materials will also be provided for students to analyze contents of reports, and understand how data is used to determine effectiveness of school-based programs.
- 8.2. Students are expected to read the text and articles, view presentations and videos.
- 8.3. Participation in class discussions, activities, and projects.

9. SUGGESTED METHODS OF ASSESSMENT:

9.1. Assignments

a. Assignment 1: Interview:

Please interview a SLS who is currently providing tele-practice and briefly summarize the challenges they identify and how they overcame obstacles to support the work. If you are unable to interview, share two links of recorded speech teletherapy and compare the techniques (10% of course grade). Letter grades will be used to grade this assignment. Submission due Thursday, January 6.

b. Assignment 2: Synchronous vs Asynchronous:

Describe one articulation and one language objective and how you would prepare a lesson that would include one session live, in-person and how you might change the lesson if you needed to move to a remote and/or asynchronous presentation (10% of course grade). Letter grades will be used to grade this assignment. Submission due Thursday, January 6.

c. Assignment 3: Know the Law:

Submit and Present on 3 facts from the NJ State Special Education Administrative Code & 3 facts from Parental Rights in Special Education. you choosing parts that are interesting to you and letting me know it's importance. For example, you could identify "Parental Consent" - cite the chapter in the code and then give a rational "It's important for me to know the multiple times that consent is a requirement so that I don't make a technical error that may result in a failure to provide a Free and Appropriate Public Education (FAPE) to a student with disabilities". (10% of final grade). Letter grades will be used to grade this assignment. Submission due Tuesday, January 11.

d. Assignment 4: Assessment to Eligibility:

You will be provided results from two speech evaluations and will need to submit a two-page paper that determines if the student meets eligibility for services and

under what category (10% of final grade). Letter grades will be used to grade this assignment. Submission due Thursday, January 13

e. Assignment 5. Eligibility Questions

Identify the eligibility criteria for articulation, voice and fluency. How does speech eligibility differ from language eligibility? Does preschool eligibility differ from school aged students when the child is three? What difference will occur when a student is exiting preschool? (10% of final grade) Letter grades will be used to grade this assignment. Submission due Tuesday, January 18.

f. Assignment 6. Determine IEP Goals/Objectives.

You will be provided results from two speech evaluations and will need to submit a paper that provides a rationale for the frequency, location and duration of services and whether the student will participate in a group or individual therapy. Include any scheduling considerations and at least one goal and objective (20% of final grade). Letter grades will be used to grade this assignment. Submission due Tuesday, January 18.

g. Assignment 7: Getting to Know You:

Create either a brochure or video on your new role as a School's Speech-Language Specialist (10% of final grade). Letter grades will be used to grade this assignment. Submission due Thursday, January 20.

h Assignment 8: Language & Literacy:

Review two articles that describe the relationship between language and literacy. Identify consultative supports and strategies that a school-based Speech Language Specialist can provide to a language-based self-contained classroom. (20% of final grade). Letter grades will be used to grade this assignment. Submission due Thursday, January 20.

9.2. The numerical values of letter grades are as follows.

| | |
|------------------------|------------------|
| A = 4.0 (93 and above) | C+ = 2.3 (77-79) |
| A- = 3.7 (90-92) | C = 2.0 (73-76) |
| B+ = 3.3 (87-89) | C- = 1.7 (70-72) |
| B = 3.0 (83-86) | D+ = 1.3 (67-69) |
| B- = 2.7 (80-82) | D = 1.0 (60-66) |
| F = 0.0 (59 and below) | |

9.3. Course Expectations

- a. Attendance Policy: All students are expected to attend all classes. Attendance will be taken into consideration and will influence borderline grades.
- b. Participation: Students are expected to complete the reading assignments and participate in class discussions. Participation will be taken into consideration and will influence borderline grades.

Additional Information

- a. Students are expected to honor the Academic Integrity Policy of the College. Please refer to the undergraduate/graduate catalogues for a description of the policy.
- b. It is the responsibility of the students to seek help as needed. This includes coming to see the instructor during office hours or by appointment. Additional assistance is available through the Center for Academic Support.
- c. The Dean of Student Development Office coordinates services for students with learning and other disabilities. It is the responsibility of the student to identify her/himself and request assistance from this office.
- d. A grade of Incomplete will be given at the discretion of the instructor. Any situation in which a student believes he/she warrants a grade of incomplete in the course should be discussed with the instructor immediately.
- e. All students are required to take all the exams and complete all of the assignments. There will be a penalty for all late assignments. There will be no make-up exams and late assignments will not be accepted unless the problem is discussed prior to the due date or the time of the exam. Documentation from a physician may be required for any illness that prevents handing in assignments or taking exams at the scheduled time.

10. SUGGESTED READINGS:

- 10.1. New Jersey Teacher Requirements for Audiologists and Speech-Language Pathologists <https://www.asha.org/advocacy/state/info/NJ/NJteachrequire/>
- 10.2. New Jersey Administrative Code (NJAC 6A:14)- (2006) <http://www.state.nj.us/education/specialed/reg/> Chapters 2.3-2.5, 3.1- 3.9, 4.1-4.4
- 10.3. New Jersey Parental Rights In Special Education (PRISE) <https://www.state.nj.us/education/specialed/form/prise/>

11. ADDITIONAL RECOMMENDED READINGS:

- 11.1..Roles and Responsibilities of Speech-Language Pathologist in the Schools- (2010) <http://www.asha.org/docs/html/PI2010-00317.html>
- 11.2..A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools: Guidelines- (2002) <http://www.asha.org/docs/html/GL2002-00066.html#sec1.21>
- 11.3..American Speech-Language-Hearing Association (ASHA). (2010). The role of the SLP in schools: a presentation for teachers, administrators, parents, and the community. Retrieved from <https://www.asha.org/uploadedFiles/Roles-Responsibilities-SLPs->

[Schools-Poster.pdf https://www.asha.org/uploadedFiles/Roles-ResponsibilitesReflection-Tool.pdf](https://www.asha.org/uploadedFiles/Roles-ResponsibilitesReflection-Tool.pdf)

11.4..Lilienthal, Nicole. (2008). What does a speech- language pathologist (slp) do? *Speech-Language Pathology Information*. Retrieved from <http://www.speechpathologyguru.com>

11.5. School Teaching Staff/Ed Specialist Evaluations
<https://pubs.asha.org/doi/abs/10.1044/sbi8.1.3>
<https://www.njsa.org/wp-content/uploads/WhitePaper-SLSEvaluation-July2013.pdf>

11.6..RTI & New School Roles <https://www.asha.org/SLP/schools/prof-consult/RtoI/> <https://www.asha.org/SLP/schools/prof-consult/NewRolesSLP/>

11.7..NJ State Learning Standards <https://www.nj.gov/education/cccs/>
10.8..Preschool Teaching and Learning Standards
<http://www.state.nj.us/education/cccs/preschool.htm>

11.8..Guidelines for Speech-Language Pathologists Providing Swallowing and Feeding Services
in the Schools- (2007) <http://www.asha.org/docs/html/GL2007-00276.html>

11.9 Evidence-Based Practice- (2004) <http://www.asha.org/docs/pdf/PS2005-00221.pdf> and
<http://www.asha.org/Publications/leader/2004/040921/f040921a.htm>

Tuesday, January 4

Thursday, January 6

Tuesday, January 11

Thursday, January 13

Tuesday, January 18

Thursday, January 20