Continued Education Course for Speech-Language Pathologists

Advanced Literacy Practices: Making it Happen!

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Course Description
This 6-month-long course will consist of 36 in-class hours, 2 self-study modules, and 2 practice modules. Evaluation will consist of multiple choice quizzes, two oral presentations, and a self-reflection questionnaire.

The in-class course will describe contemporary and advanced approaches to assessment and intervention in emergent literacy, reading, and writing disorders. Learners will acquire knowledge of emergent literacy, reading, and writing disorders across various populations (i.e., English language learners and special populations, including students with executive functioning difficulties and autism). The importance of working within the context of a multidisciplinary team and engaging in collaborative consultation and planning with parents and professionals will be discussed throughout this course. The latest technology and its role in accommodating students with literacy needs will also be discussed. Classroom learning will involve interactive lectures interspersed with group discussions and oral presentations by learners.

In the practice modules, learners will apply appropriate assessment materials to a student with emergent literacy, reading, or writing disorders and interpret the results to provide curriculum-based recommendations. Additionally, learners will design an intervention plan for this student that targets linguistic, cognitive, and metalinguistic components of emergent literacy, reading, and writing.

In the self-study modules, learners will complete selected readings and answer a short quiz of 3-4 questions per reading that are designed to facilitate critical thinking and application. Learners will also complete a reflection of their hands-on assessment and intervention experience that will consolidate learning.

Course Text:
Handbook of Language and Literacy: Development & Disorders, Second Edition
Edited by Stone, Silliman, Ehren & Wallach; The Guildford Press

Course Prerequisites
- Master’s degree (or equivalent) in Speech-Language Pathology
- Good standing with their provincial/state regulatory body
- Minimum of 2 years with school-age children (i.e., age 4 to 18 years) with a variety of speech and language needs.
- Access to students with difficulties in emergent literacy, reading, and writing
- Access to emergent literacy, reading, and writing assessment tools
- Familiarity with the Ontario Ministry of Education’s K-3 curricular documents

**Objectives:**

Speech language pathologists will:

1. Apply advances in research to practice to the assessment of disorders.
2. Develop integrative knowledge of curriculum-based intervention.
3. Develop knowledge of assistive technological tools to support students.
4. Develop **critical thinking** skills.

**Course Outline:**

*Note: Each session consists of 6 hours of instruction, two 15-minute breaks and a 1 hour lunch break.*

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<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>January 10, 2015</td>
<td><strong>Aligning current, cross-disciplinary literacy research with practice</strong></td>
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<td>8:30am - 4pm</td>
<td>- Critical research from the fields of communication sciences, cognitive neuroscience, neuropsychology, special education and genetics will be reviewed. Throughout the session, participants will work in small groups to integrate the presented research and theories with their practice-based knowledge and relate the consolidated information to the Ministry of Education’s K-3 language curricular expectations. Using the resulting synthesis of information, participants will work in small groups to modify existing or devise new comprehensive parent and teacher questionnaires to inform assessment, intervention and collaboration with other professionals.</td>
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<td>2</td>
<td>January 17, 2015</td>
<td><strong>Part 1: Cognitive, behavioral and environmental factors impacting literacy proficiency</strong></td>
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<td>8:30am - 4pm</td>
<td>- The session will discuss critical factors, including meta-linguistic processing and executive functioning, that impact reading and writing proficiency. Participants will engage in collaborative learning as they work together to integrate course content with their practice-based knowledge and develop a model of reading comprehension and written expression. Given the complexity of literacy acquisition, participants will be expected to 1) set their proposed frameworks within a multidisciplinary context clearly outlining the roles and responsibilities of the multidisciplinary team members, and 2) recommend how the hypothesized ‘literacy team’ would implement the framework within a school based, consultative service delivery model.</td>
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<td><strong>Part 2: Case studies</strong></td>
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|         |                       | - The second portion of this session will focus on highlighting literacy learning differences and difficulties across varied populations in order to emphasize the complexities associated with learning to read and write. Participants will be asked to apply their literacy frameworks to work through complex case studies. They will apply course knowledge and make clinical decisions to guide assessment,
multidisciplinary collaboration and intervention.

### On-Line Multiple Choice Quiz Due

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<th>Activity</th>
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| February 3 | 8:30am - 4pm | Assessment workshop  
- This session will allow participants hands-on experience with varied assessment tools and interpretation of results for a variety of student profiles. Participants will move through centers set up to target various objectives (e.g., administration of test, interpretation of results, and selection of tools pending on case). The session will culminate in a comparative discussion of the tools reviewed (e.g., appropriateness of test across populations, constructs measured, tool utility across different service delivery models).  
- Assessment Assignment: Participants will be asked to complete a full language and literacy assessment and present their cases in the next session. Case presentations will include student profile descriptions, interpretation of data, curriculum based recommendations and implications for next steps. |

### Putting Theory to Practice Module: Assessment Assignment Due

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<th>Activity</th>
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| March 4    | 8:30am - 4pm | Part 1: Individual presentations  
- Participants will present their assessment findings, interpretations, curriculum-based recommendations and implications for next steps.  
Part 2: Meeting the needs of all students in Ontario classrooms  
- This session will emphasize the importance of working within a multidisciplinary team and review principles of Universal Design of Learning, The Tiered Model of Instruction and Differentiated Instruction. Participants will be asked to apply the information discussed to current models of education in Ontario schools (i.e., inquiry based model of learning in a full day kindergarten and the move towards an inclusive model of special education). |

### Self-Study Module: Course participants will be assigned readings

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| April 5    | 8:30am - 4pm | Effective interventions  
- This session will provide an overview of effective interventions informed by multidisciplinary research targeting the linguistic, cognitive and metalinguistic components of language and literacy learning. Participants will review the complex case studies presented in session 2 and work to discuss and determine appropriate interventions within the context of varied service delivery models.  
- Participants will be assigned an intervention assignment. They will be asked to review their assessment and design appropriate intervention for their student considering both a direct and indirect service delivery models. As part of this assignment, all |
participants will plan, implement and document a minimum of 3 direct intervention sessions with the student.

**Putting Theory to Practice Module:**

**Intervention Assignment Due**

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<th>Part 1: Individual presentations</th>
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<td>May 16, 2015</td>
<td>8:30am - 4pm</td>
<td>Participants will present the goals and results of their direct intervention sessions. They will demonstrate the ability to recognize the strengths and limitations of the intervention as it relates to the student’s functioning in the classroom. The participants will also discuss how they would service this student within an indirect service delivery model.</td>
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**Part 2: Assistive technology**

- This session will inform participants about the use of assistive technology as a means of effectively accommodating students so they may access the curriculum. Participants will have an opportunity to incorporate the use of AT into a sample Individual Education Plan.

**Self-Study Module:**

**Reflections of Learning Assignment Due June 12, 2015**

**Course Requirements:**

- In order to receive a Certificate of Course Completion all students must:
  - Attend all sessions or provide a physician’s note for missing a class or an assignment due date
  - Come prepared to participate in large and small group discussions
  - Complete all assessments and self-study modules.

**Evaluation:**

1. On-line multiple choice quiz (20%)
2. In-class, 10 minute assessment presentation (30%)
3. In-class, 10 minute intervention presentation (30%)
4. Written reflection of learning (20%)

**NOTE:** Students who do not successfully complete the course requirements will be expected to complete a remedial assignment. Any requests for re-evaluation must be submitted to the course instructor in writing.