



CEU Information

If you are listening to the live webinar event and wish to earn ASHA CEUs for this course, you must attend the entire one-hour session.

The handout and all forms you need to complete to obtain CE credit are posted on speechandlanguage.com. Mail the forms to the address posted on speechandlanguage.com (search for Webinar Forms). **The form must be postmarked by 9/26/16.**

If more than one person at your location, download the attendance sheet and have each person requesting CEUs sign the sheet and complete the ASHA Participant Form and the Evaluation form. ASHA requires us to remind you that you cannot decide to earn ASHA CEUs for this course after this date. If you are on the line for less than 60 minutes, or if you do not turn in the ASHA CEU Participant form postmarked 9/26/16, you will not have the opportunity to earn ASHA CEUs for this course at some later date.

Only those participants who follow the instructions and meet ASHA requirements for earning CEUs will have their course information submitted to the ASHA CE Registry. No CEUs are offered for the recording of this session available on the website.

© NCS Pearson, Inc. All rights reserved. | 01/13/16

Case Studies: Progress Monitoring and Intervention with Review360 for SLPs

Pearson Clinical Assessment Webinar
Tina J Eichstadt, MS CCC-SLP, Senior Product Manager
Ryan Fast, Director of Sales, Review360

Disclosures

Presenters

Tina Eichstadt financial disclosure:

Tina is an employee of Pearson Assessments, the company that publishes Review360 for SLPs.

Tina Eichstadt non-financial disclosure:

There are no non-financial relationships to disclose.

Ryan Fast financial disclosure:

Ryan is an employee of Pearson Assessments, the company that publishes Review360 for SLPs.

Ryan Fast non-financial disclosure:

There are no non-financial relationships to disclose.

Disclosures

Pearson Clinical Assessment

The Pearson Assessment Division, the sponsor of this presentation, develops and distributes assessments and intervention tools for speech-language pathologists. Course information will only cover information that pertains to the effective and appropriate use and interpretation of products developed or distributed by Pearson Clinical Assessment. No other assessments will be discussed during this presentation.

Learning Outcomes

1. The participant will identify the components of a well-defined intervention objective.
2. The participant will describe at least two ways to collect real-time data in an intervention session.
3. The participant will list two benefits for using an integrated progress monitoring and intervention system alongside a workload approach to clinical practice.

Agenda

- 12:00 - 12:10pm Introduction to Cases
- 12:10 - 12:25pm Case 1--Preschool Language (Dani)
- 12:25 - 12:40pm Case 2--Elementary Literacy (Lucas)
- 12:40 - 12:55pm Case 3--Middle School Speech Sounds (Joe)
- 12:55 - 1:00pm Summary and Reflection

6 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Introduction to Cases

Inspired by SLPs on SIG 16 listservs: (Some) Current Challenges in Clinical Practice

1. Progress reporting to parents in effective, visual ways
2. Time to create visual reporting
3. Communicating with teachers on intervention progress
4. Time-consuming data aggregation
5. Time to seek out current evidence base for intervention
6. Paperwork, Paperwork, Paperwork!!

7 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Preschool Language - Dani

Dani is a 4 year, 6 month old student in a universal 4K program. She lives with her father, Frank, who is single after Dani's mother passed away shortly after childbirth. Dani has no other siblings and has no significant medical history beyond her mother's condition.

Frank works full-time and Dani stays with her paternal grandmother during Frank's time at work. While very conscientious about Dani's basic needs, neither Frank nor his mother show strong skills in communication development.

Initially, Dani was referred for 0-3 evaluation after her 2 year well-baby visit by her pediatrician for "delayed speech and language development." She has been receiving services since that time for vocabulary, conversational discourse skills, morphosyntax development.

8 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Preschool Language - Dani

You are Dani's SLP. You currently are scheduled to see her 2x/week, for 20 mins each in a small group setting within the PreK classroom.

You take data on your three objectives (vocabulary, conversational discourse, and personal pronouns) during each session.

See your data sheet for tracking!

Alvarez, Dani (000)

Speech-Language Pathology Plan Session Score Sheet

Lead Teacher: Pathologist, Speech-Language

Recorded By: _____ Date: _____

Absent

Her Absent Unexcused On Campus Suspension

Student Illness Off Campus Suspension Other

Excused

Strategies

Personal Pronouns

Basic Concepts - Script Therapy

Discourse

1 = Not Effective 2 = Somewhat Effective 3 = Effective

Student Objectives

Basic Concepts

Objectives	Score
By the end of 36 weeks, the student will demonstrate developmental level vocabulary by using nouns, verbs, adjectives, adverbs, and prepositions in sentences with 75% accuracy. Goal: 75%	

Discourse

Objectives	Score
By the end of 36 weeks, the student will demonstrate age-appropriate discourse skills by initiating topics, maintaining topics, participating in whole-class and small-group discussions for 7 of 10 opportunities in the classroom setting. Goal: 70%	Count: _____ <input type="checkbox"/> High Independence <input type="checkbox"/> Moderate High Independence <input type="checkbox"/> Moderate Independence

What you didn't count, didn't happen.



Preschool Language - Dani

Review your objectives from the last marking period.
Review your data set in several different ways.

What Would You Do?

1. Communication Plan.
2. Service Delivery Recommendation.
3. Dosage Recommendation until Next Milestone.
4. Approvals and Execution of Plan.

12 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Elementary Language & Literacy - Lucas

Lucas is a 7 year, 5 month old student in first grade. He lives with his parents. Lucas has an older sister (10) and a younger sister (5). He has no significant medical history, but his father has struggled with reading all his life.

Lucas loves math, puzzles, and is the youngest member of the local chess club, since his grandfather taught him to play 2 years ago. All that said, Lucas struggles with correctly identifying letter names and letter sounds. He avoids participating in his reading small group in class.

Lucas has been in a Head Start preschool program since age three. He's always had trouble rhyming as well as separating the sounds he hears in words offered orally. He has been receiving SLP services for pre-literacy skills, especially phonological awareness and vocabulary, for about a year.

13 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Elementary Language & Literacy - Lucas

You are Lucas' SLP. You currently are scheduled to see him in a small group during reading classroom time 3 days/week with other peers who are struggling readers.

You take data on your two objectives (vocabulary, phonological awareness) during each session.

(Imagine that data sheet again!)

14 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Aguirre, Lucas (1002)
 Speech Language Pathology Plan Session Score **Review360**
 Student

Lead Teacher: Pathologist, Speech-Language _____ Date: _____
 Recorded By: _____

Absent

Not Absent Unexcused On Campus Suspension
 Student Illness Off Campus Suspension Other
 Excluded

Strategies

Multiple-Meaning Words **2**
 Phonological Awareness - Thinking **3**
 Phonological Awareness - Practical Tips **3**

1 = Not Effective + 1 2 = Somewhat Effective + 2 3 = Effective + 3

Student Objectives
 Multiple-Meaning Words

Objectives	Score
By the end of 36 weeks, the student will demonstrate use of grade-level vocabulary by using multiple-meaning words in sentences with 70% accuracy. Goal: 70%	5 of 10 (50%)
Count	
<input type="checkbox"/> High Independence	
<input type="checkbox"/> Moderate-high Independence	
<input type="checkbox"/> Moderate Independence	
<input checked="" type="checkbox"/> Low-Moderate Independence	
<input type="checkbox"/> Low Independence	

PEARSON

What you didn't count, didn't happen.



PEARSON

Elementary Language & Literacy - Lucas

Review your objectives from the last marking period.
 Review your data set in several different ways.

What Would You Do?

1. Communication Plan.
2. Service Delivery Recommendation.
3. Dosage Recommendation until Next Milestone.
4. Approvals and Execution of Plan.

PEARSON

Late Elementary/Middle School Speech Sound Disorder - Joe

Joe is a 12 year, 5 month old student in sixth grade. He lives with his mother and younger sister.

Joe was diagnosed with a moderate-severe speech sound disorder in preschool. He has been in and out of therapy throughout his school career, and his progress has been impacted by the frequent relocation of his family due to his mother's career. At this time, however, his speech sound system is in place correctly with the exception of /r/.

Joe is frustrated because therapy "seems to never end." He avoids speaking in class. A few of his peers give him a fair amount of grief because of his speech sound errors, but most of his friends are supportive of his attempts.

18 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Late Elementary/Middle School Speech Sound Disorder - Joe

You are Joe's SLP. You currently are scheduled to see him 2x/week, for 20-30 mins each in a pull-out context.

You take data on your single objective (that pesky /r/) during each session.

(Once again, imagine the data sheet.)

OR...

19 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Reyes, Joe (1004)

Speech Language Pathology Plan Session Score Sheet



Lead Teacher: Pathologist, Speech-Language

Date: _____

Recorded By: _____

Absent

- Not Absent
- Student illness
- Excused
- Unexcused
- Off Campus Suspension
- On Campus Suspension
- Other

Strategies

Production Training - Establish Correct Production 2

1 = Not Effective = 1 2 = Somewhat Effective = 2 3 = Effective = 3

Student Objectives

Articulation

Objectives _____ Score _____

By the end of 36 weeks, the student will produce /r, r:/ in connected speech at 75% accuracy.
Goal: 70%



19 (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

What you didn't count, didn't happen.



21. (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Late Elementary/Middle School Speech Sound Disorder - Joe

Review your objectives from the last marking period(s).
Review your data set in several different ways.

What Would You Do?

1. Communication Plan.
2. Service Delivery Recommendation.
3. Dosage Recommendation until Next Milestone.
4. Approvals and Execution of Plan.

22. (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Summary of Cases

Inspired by SLPs on SIG 16 listservs: (Some) Current Challenges in Clinical Practice

1. Progress reporting to parents in effective, visual ways
2. Time to create visual reporting
3. Communicating with teachers on intervention progress
4. Time-consuming data aggregation
5. Time to seek out current evidence base for intervention
6. Paperwork, Paperwork, Paperwork!!

23. (c) NCS Pearson, Inc. All rights reserved. | 01/13/16

PEARSON

Summary of Cases

“That’s great, but I have 50 students on my caseload!!!”

Final Poll

What does excellent progress monitoring and intervention allow you to do?

Thank you!

Feel free to send us your additional thoughts/comments!

Tina.eichstadt@pearson.com

Ryan.fast@pearson.com

For demo videos and more information, visit:

www.PearsonClinical.com Search: Review360 for SLPs

Questions?



If you are listening to the live presentation on 9/19/16 and would like ASHA CEUs, please complete the ASHA Participant Form *and* the evaluation form available on the website where you registered for the webinar. **Mail the paper forms** postmarked no later than 9/26/16 to:

Darlene Davis
Pearson Assessment
19500 Bulverde Road, Suite 201
San Antonio, TX 78259

If there are multiple attendees listening to the presentation at one location, please print the attendance roster. Each person attending the webinar for the entire hour needs to sign the form as well as submit the Participant and Evaluation forms.

Pearson will not accept faxed or scanned/emailed forms. Do not send completed forms directly to the ASHA registry. ASHA will not process forms sent directly to the ASHA office.

Questions about CEUs? Email Darlene Davis at darlene.k.davis@pearson.com

PEARSON
