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**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

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**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.

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**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.

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**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.

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## 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

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## 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!!

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## 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.

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## 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!

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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

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



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### 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.

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### 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.

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### 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!)

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**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:  High Independence  Moderate-high Independence  Moderate Independence  Low-Moderate Independence  Low Independence

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



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**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.

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**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.

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**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...

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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%



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



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### 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.

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### 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
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Summary of Cases

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

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Final Poll

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

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**Thank you!**

Feel free to send us your additional thoughts/comments!

[Tina.eichstadt@pearson.com](mailto:Tina.eichstadt@pearson.com)

[Ryan.fast@pearson.com](mailto:Ryan.fast@pearson.com)

For demo videos and more information, visit:

[www.PearsonClinical.com](http://www.PearsonClinical.com) Search: Review360 for SLPs

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## Questions?



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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.

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Questions about CEUs? Email Darlene Davis at [darlene.k.davis@pearson.com](mailto:darlene.k.davis@pearson.com)

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