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Progress Monitoring and Evidence-Based Intervention with Review360 for SLPs

Pearson Clinical Assessment Webinar

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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.

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.

Agenda

12:00 - 12:10pm	Overview
12:10 - 12:30pm	Creating a Monitoring Plan with Strong Objectives and Evidence-based Interventions
12:30 - 12:45pm	Collecting Data During Intervention
12:45 - 1:00pm	Generating Reports and Communicating with Others

Learning Outcomes

The participant will identify the components of a well-defined intervention objective.

The participant will describe at least two ways to collect real-time data in an intervention session.

The participant will list at least three common questions a parent or related professional might ask about the progress of a student in intervention.

Overview - 1

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!!

Overview - 2

Problem-Solving: “Wouldn’t it be lovely if...”

- SMART goals
- Intervention content
- Intervention evidence
- Inter-disciplinary content



- Visual reporting
- Standards alignment
- Digital delivery
- Streamlined communication

A caseload and workload tool!

Creating A Monitoring Plan - 1

Four Elements of A Strong Objective

Timeline/Duration	By the end of 36 weeks
Condition of Performance	Produce /r, ə, ʒ/
Observable Behavior	In connected speech
Level of Performance	With 75% accuracy

Modifying Long-Term Objectives

REQUIRED ELEMENT	CURRENT GOAL	CHANGES TO...
Timeline/Duration	By the end of 36 weeks	By the end of 18 weeks
Condition of Performance	Produce /r, ə, ʒ/	Produce / ə/
Observable Behavior	In connected speech	At the phrase level
Level of Performance	With 75% accuracy	With 80% accuracy

Creating A Monitoring Plan - 2

Creating benchmarks/milestones for your intervention—the key to showing your progress and value!

Long-Term/Annual Goal: By the end of 36 weeks, the student will produce /r, ə, ʒ/ in connected speech with 75% accuracy.

Short-Term Objective #1	By the end of 7 weeks, the student will produce /r, ə, ʒ/ at the syllable level with 60% accuracy.
Short-Term Objective #2	By the end of 18 weeks, the student will produce /r, ə, ʒ/ at the two-syllable word level with 65% accuracy.
Short-Term Objective #3	By the end of 27 weeks, the student will produce /r, ə, ʒ/ in multisyllable words and phrases with 70% accuracy.
Short-Term Objective #4	By the end of 36 weeks, the student will produce /r, ə, ʒ/ in connected speech with 75% accuracy.

Creating A Monitoring Plan - 3

-78 Long-term objectives included, written by Dr. Judy Rudebusch

- Speech Sound Production (22)

- Voice (9)

- Fluency (7)

- Language (40)

-74 Evidence-based interventions (Strategies) included, gleaned from the literature by Dr. Judy Rudebusch

Creating A Monitoring Plan - 4

Academic Standards Alignment

REVIEW360 SLP GOAL	COMMON CORE STANDARD	GRADES											
		K	1	2	3	4	5	6	7	8	9-10	11-12	
Speech Sound Production	Speaking and Listening Standards												
Articulation Produce phonemes correctly in connected speech	• Speak clearly at an understandable pace				●	●	●						
Phonological Processes/Patterns Reduce use of word and syllable patterns, assimilation patterns, and substitution patterns to more closely match age/grade expected speech	• Use appropriate eye contact, adequate volume, and clear pronunciation							●	●	●			
Language: Pragmatics	Standards												
Oral Narratives Generate a complete story with all story elements expected for grade level	Reading Standards • Describe characters, settings, and major events in a story using key details	●	●	●	●								
Discourse Use grade-level discourse skills by initiating and maintaining topics, and participating in whole class and small group discussions	Speaking and Listening Standards • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion)	●	●	●	●	●	●	●	●	●	●	●	●
Topic Maintenance Maintain the topic in a conversation	• Stay on topic and link remarks to the comments of others	●	●	●	●	●	●	●	●	●	●	●	●
Communicative Attention Demonstrate age-/developmental-level joint attention; intentional seeking of attention, comment, and clarification from others; engaging in communicative interaction and conversational turn taking	• Continue a conversation through multiple exchanges	●	●	●	●	●							
Inference/Prediction/Drawing Conclusions Make predictions (inference) of what will happen next in a story; draw conclusions after a conversation or story	Reading: Informational Text • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text					●	●	●	●	●	●	●	●

Creating A Monitoring Plan - 5

Evidence-based Interventions (Strategies)

Production Training – Establish Correct Production

Description:

Production training is a motor-based intervention with a focus on helping the student produce the target sound. There are four methods to establish correct production: imitation, phonetic placement, successive approximation, and contextual utilization. The SLP uses professional judgment to determine whether to start instruction in isolation, syllables, or words. Stops and glides are usually taught first in CV (consonant-vowel) contexts. Sounds that can be sustained, such as fricatives, may be taught in isolation.

Creating A Monitoring Plan - 6

Evidence-based Interventions (Strategies)

Production Training – Establish Correct Production

Implementation:

1. Imitation. Try to elicit responses ...
2. Phonetic Placement. When the student is not able ...
3. Successive Approximation. This method involves ...
4. Context Utilization. Isolate the target sound ...

(Bernthal, Bankson, & Flipsen, 2013)

Collecting Data - 1

Two methods of collecting:

1. On paper and then adding into a digital system
2. On a device real-time

Two types of scoring strategies (so far):

1. Frequency counts ("X out of X")
2. Opportunity performance with scaffolding descriptions ("Trials")

Collecting Data - 2 X out of X

Reyes, Jose (1004) - Speech Language Pathology Plan

select

Score | Charts | Reports | Plan Note | Strategy Timeline

Weeks's Results: No scoring information for this week 01/11/2016

Student Plan Status: Number of Sessions: 2 Objective Goals Met: 25.0%

	M: 01/11/2016	T: 01/12/2016	W: 01/13/2016	R: 01/14/2016	F: 01/15/2016
Absent					
Absent	<input type="checkbox"/>	<input type="checkbox"/>			
Strategies 3 Of 3 Strategies Active					
Production Training	<input type="checkbox"/>	<input type="checkbox"/>			
Multiple-Meaning Wor	<input type="checkbox"/>	<input type="checkbox"/>			
Phonological Awarene	<input type="checkbox"/>	<input type="checkbox"/>			
Student Objectives 3 Of 3 Objectives Active					
Articulation					
By the end of 36 wee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		0 Out Of 4			
Multiple-Meaning Words					
By the end of 36 wee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		0 Out Of 7			
		5	Out Of 7		
		Activity: Moderate Independence			
Phonology - Phonological Awareness					
By the end of 36 wee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary Report Save Cancel

Multiple-Meaning Words

By the end of 36 wee	<input type="checkbox"/>	0 Out Of 7			
		5	Out Of 7		
		Activity: Moderate Independence			
		OK	Cancel		
Phonology - Phonological Awareness					
By the end of 36 wee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collecting Data - 3 Trials

Reyes, Jose (1004) — Speech Language Pathology Plan

Score | Charts | Reports | Plan Note | Strategy Timeline

Weeks's Results: No scoring information for this week 01/11/2016

Student Plan Status: Number of Sessions: 2 Objective Goals Met: 25.0%

M: 01/11/2016 T: 01/12/2016 W: 01/13/2016 R: 01/14/2016 F: 01/15/2016

Review360

Trials: 4 Level of Prompting Key

#	I		Cue-Vb		Cue-Vs		Cue-P		TS		
	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Y	N	N	N	N	N	N	N	N	N	-
2	N	N	Y	N	N	N	N	N	N	N	-
3	Y	N	N	N	N	N	N	N	N	N	-
4	N	Y	N	N	N	N	N	N	N	N	-

3 Out Of 4 Successful 3 Out Of 4 Met Goal

(Student will produce R's in isolation: 75% Pointing Cue(s))

OK Cancel

Summary Report Save Cancel

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Generating Reports/Communicating with Others

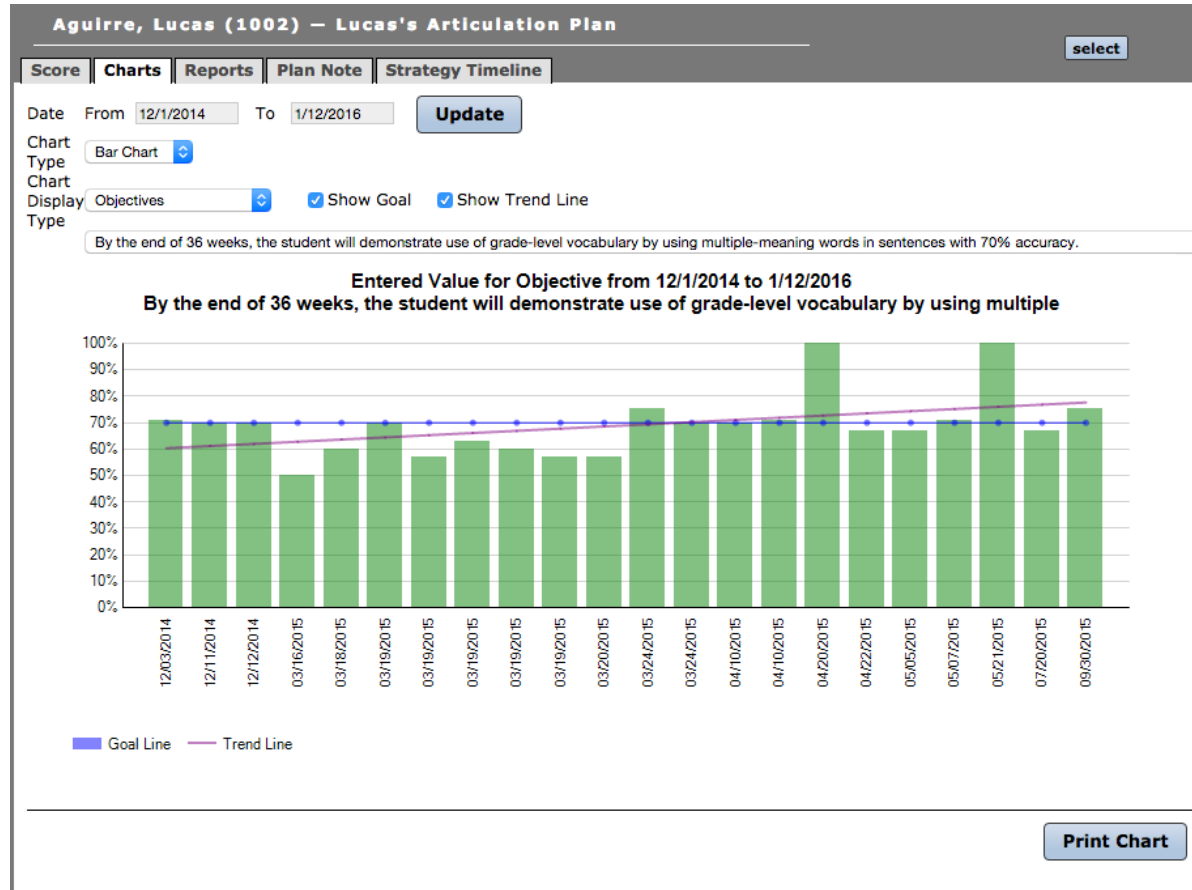
SIG 16 conversation: “I need some easy-to-interpret visuals of the student’s progress.”

Summary Report

Student Plan Portfolio

Improvement Analysis

Bar Chart for One Objective (with Goal and Trend Lines)

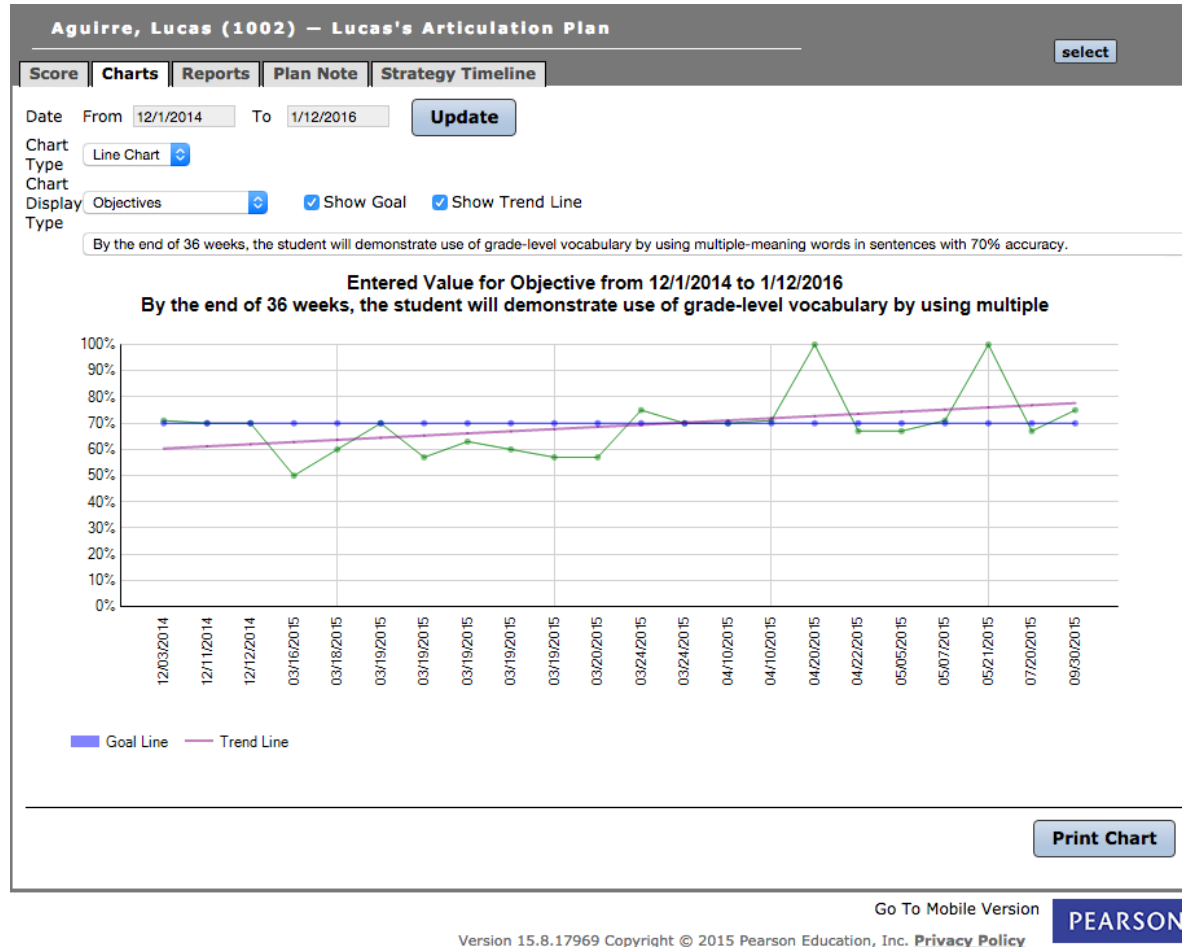


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Line Chart of the Same Objective (with Goal and Trend Lines)



Summary

Time savings

Storing progress data digitally

Reporting in a visual and robust way

Finding evidence-based interventions

Accessing a “SMART” goal bank

Communicating the value of your work

Thank you!

Feel free to send us your additional thoughts/comments!

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For demo videos and more information, visit:

www.PearsonClinical.com Search: Review360 for SLPs

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