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Progress Monitoring and Evidence-Based 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.
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

A caseload and workload tool!

- Visual reporting
- Standards alignment
- Digital delivery
- Streamlined communication
Creating A Monitoring Plan - 1

Four Elements of A Strong Objective

<table>
<thead>
<tr>
<th>Timeline/Duration</th>
<th>By the end of 36 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Condition of Performance</td>
<td>Produce /r, θ, ʒ/</td>
</tr>
<tr>
<td>Observable Behavior</td>
<td>In connected speech</td>
</tr>
<tr>
<td>Level of Performance</td>
<td>With 75% accuracy</td>
</tr>
</tbody>
</table>

Modifying Long-Term Objectives

<table>
<thead>
<tr>
<th>REQUIRED ELEMENT</th>
<th>CURRENT GOAL</th>
<th>CHANGES TO...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline/Duration</td>
<td>By the end of 36 weeks</td>
<td>By the end of 18 weeks</td>
</tr>
<tr>
<td>Condition of Performance</td>
<td>Produce /r, θ, ʒ/</td>
<td>Produce / θ/</td>
</tr>
<tr>
<td>Observable Behavior</td>
<td>In connected speech</td>
<td>At the phrase level</td>
</tr>
<tr>
<td>Level of Performance</td>
<td>With 75% accuracy</td>
<td>With 80% accuracy</td>
</tr>
</tbody>
</table>
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, ɔ/ in connected speech with 75% accuracy. |
|---|---|
| **Short-Term Objective #1** | By the end of 7 weeks, the student will produce /r, ə, ɔ/ at the syllable level with 60% accuracy. |
| **Short-Term Objective #2** | By the end of 18 weeks, the student will produce /r, ə, ɔ/ 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, ɔ/ in multisyllable words and phrases with 70% accuracy. |
| **Short-Term Objective #4** | By the end of 36 weeks, the student will produce /r, ə, ɔ/ 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

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

<table>
<thead>
<tr>
<th>Strategies</th>
<th>3 Of 3 Strategies Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production Training</td>
<td></td>
</tr>
<tr>
<td>Multiple-Meaning Word</td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Objectives</th>
<th>3 Of 3 Objectives Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
<td>By the end of 36 wee</td>
</tr>
<tr>
<td>Multiple-Meaning Words</td>
<td>By the end of 36 wee</td>
</tr>
<tr>
<td>Phonology - Phonological Awareness</td>
<td>By the end of 36 wee</td>
</tr>
</tbody>
</table>

**Multiple-Meaning Words**
By the end of 36 wee

**Phonology - Phonological Awareness**
By the end of 36 wee
Collecting Data - 3 Trials
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)
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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Ryan.fast@pearson.com

For demo videos and more information, visit:

www.PearsonClinical.com Search: Review360 for SLPs
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Darlene Davis
Pearson Assessment
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San Antonio, TX 78259

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