School-Based Issues

TABLE OF CONTENTS

Introduction and Learning Outcomes i

Faculty Disclosures ii

Drafting a Blueprint for Successful Funding in Schools
by Kathy Wheat, Shannon Hall-Mills, and Janet Deppe 74

Lessons Learned From AAC Camp
by Janet Dodd 81

A Survey of U.S. Immigrants: Service Delivery
Issues for School-Based SLPs
by Celeste Roseberry-McKibbin 86

The Speech-Language Assessment of English Language Learning
Students: A Non-Standardized Approach
by Robert Kraemer, Allison Coltisor, Meesha Kalra, Megan Martinez,
Bailey Savage, Stephanie Summers, and Sowndherya Varadharajan 95

EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*

*ASHA Self-Study 21601 SIG 16*
INTRODUCTION

This issue of Perspectives covers several topics. The first article presents a nuts and bolts guide to assist SLPs in securing funding for materials, equipment, and technology to best serve students within the school setting. The second article presents a unique service delivery model for children with complex communication needs who benefit from augmentative and alternative communication (AAC). The author illustrates how language intervention principles can be addressed in the area of AAC and discusses what school based speech-language pathologists need to know in order to work with children who use AAC.

The third article addresses the need for SLPs to provide sensitive and appropriate services to students who are immigrants their families. The author presents considerations and decisions that will support services to students of immigrant cultures. She explains the rationale for using interpreters and their role in the diagnostic process. The author explains that working with the children of immigrants takes education in cultural sensitivity. The challenge for speech-language pathologists will be to adapt their current intervention practices and to conduct culturally-responsive, non-biased assessments. In the final article, the authors explain that an increasing number of students live in homes where English is not the primary language. They address the need for speech-language pathologists to adapt their current intervention practices and how best to conduct culturally-responsive, non-biased assessments.

LEARNING OUTCOMES

After completing this program, you will be able to:

- draft and execute a blueprint plan for obtaining funding to support their services
- recognize the important difference between core and fringe vocabulary
- recognize that immigrants to the US may have different beliefs about communication disorders and speech-language pathology services
- identify several evidence-based, non-standardized practices for assessing ELL children

PROGRAM HISTORY

Original start date: December 7, 2013
Available through: November 1, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before November 1, 2016.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for .15 ASHA CEUs (Intermediate level, Professional area).
DISCLOSURES

Drafting a Blueprint for Successful Funding in Schools
by Kathy Wheat, Shannon Hall-Mills, and Janet Deppe

Financial:
Kathy Wheat is the School Finance chair and program director for the Speech-Language Pathology Assistant Program at Oklahoma City Community College. Shannon Hall-Mills is an assistant in the School of Communication Science and Disorders at Florida State University. Janet Deppe is the director of State Advocacy at the American Speech-Language-Hearing Association.

Nonfinancial:
Kathy Wheat currently serves on ASHA’s School Finance Committee. Shannon Hall-Mills has previously published in this subject area and currently serves on ASHA’s School Finance Committee. Janet Deppe has no nonfinancial interests to disclose.

Lessons Learned From AAC Camp
by Janet Dodd

Financial:
Janet Dodd is an assistant professor in the College of Educational Studies at Chapman University.

Nonfinancial:
Janet Dodd has previously published in this subject area. Some of these publications are referenced below.

A Survey of U.S. Immigrants: Service Delivery Issues for School-Based SLPs
by Celeste Roseberry-McKibbin

Financial:
Celeste Roseberry-McKibbin is a professor in the Department of Speech Pathology and Audiology at California State University, Sacramento.

Nonfinancial:
Celeste Roseberry-McKibbin has previously published in this subject area. Some of those publications are referenced below.

The Speech-Language Assessment of English Language Learning Students:
A Non-Standardized Approach
by Robert Kraemer, Allison Coltisor, Meesha Kalra, Megan Martinez, Bailey Savage, Stephanie Summers, and Sowndherya Varadharajan

Financial:
Robert Kraemer is an assistant professor in the Department of Speech Pathology and Audiology at California State University, Sacramento. Allison Coltisor, Meesha Kalra, Megan Martinez, Bailey Savage, Stephanie Summers, and Sowndherya Varadharajan have no financial interests to disclose.
Nonfinancial:
Robert Kraemer, Allison Coltisor, Meesha Kalra, Megan Martinez, Bailey Savage, Stephanie Summers, and Sowndherya Varadharajan have previously published in this subject area. The piece is referenced in this paper.