



Speech & Language  
Professional Learning Community

1/7/2011

# Agenda for Today's PLC

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- ▶ Response to Intervention PLC Series: mission, vision, & goals

Examples: The Role of the SLP in the Rtl Process

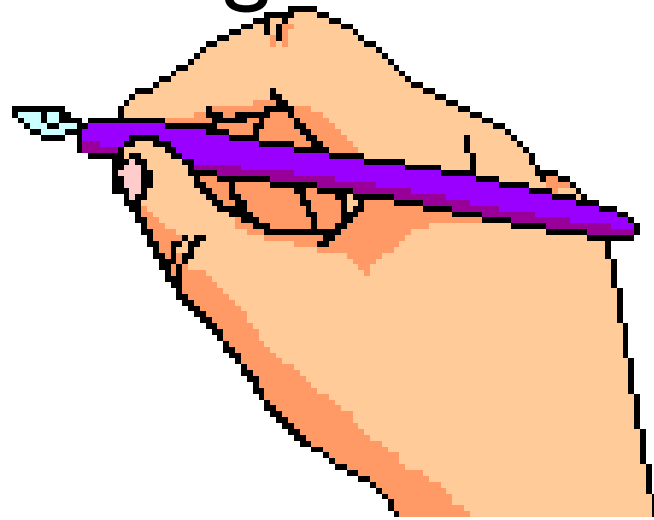
These examples were taken directly from :

Carmichael-Howell “The Amazing Race” (ASHA Website Search)

- ▶ What is my current role in literacy?
  - ▶ Overview of our Speech & Language PLC series
  - ▶ A word from our speaker, Dr. Liz Crawford, Ph.D., CCC-SLP
  - ▶ Survey
  - ▶ SLP PLC Moodle website
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- ▶ What am I hoping to gain through the SLP Professional Learning Communities?



# County-wide Professional Learning Communities

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- ▶ History
- ▶ Mission, vision, and goals
- ▶ Opportunities

## Speech & Language PLC Series

- ▶ January 7<sup>th</sup> – Kick-off
- ▶ February 24<sup>th</sup>-Speaker
- ▶ February 25<sup>th</sup>-Speaker
- ▶ May 16<sup>th</sup>-Speaker/Next Steps



# Actively Participate

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- ▶ When you find a networking group that's a fit, take the next step by proactively participating. Make the effort to build relationships within the group. Go beyond the events to build stronger relationships. Networking in a forum you are comfortable with will allow you to stretch beyond your comfort zone and make meaningful connections that offer support and help you as an SLP.

Adapted from: <http://www.startupnation.com/business-articles/9118/1/new-networking-ideas.html>

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Example:

## The Role of the SLP in the RtI Process

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▶ Wayne Township, Indiana

(ASHA Website Search: Carmichael-Howell)

“The Amazing Race”

“Adapting Service Delivery”

[1719\\_Carmichael-Howell\\_Lori\[1\].pdf](#)



# Problem-solving Process

- **Define the Problem**

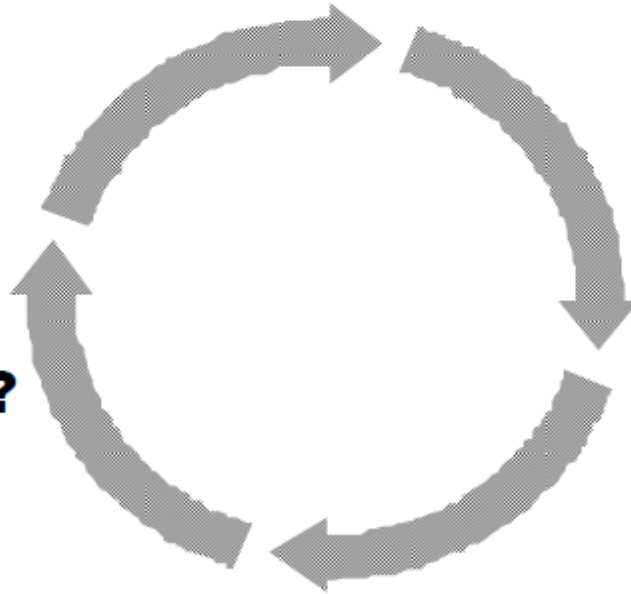
(Screening and Diagnostic Assessments)

**What is the problem and why is it happening?**

- **Evaluate**

(Progress Monitoring  
Assessment)

**Did our plan work?**



- **Develop a Plan**

(Goal Setting and Planning)

**What are we  
going to do?**

- **Implement Plan**

(Treatment Integrity)

**Carry out the intervention**

# Defining the Problem

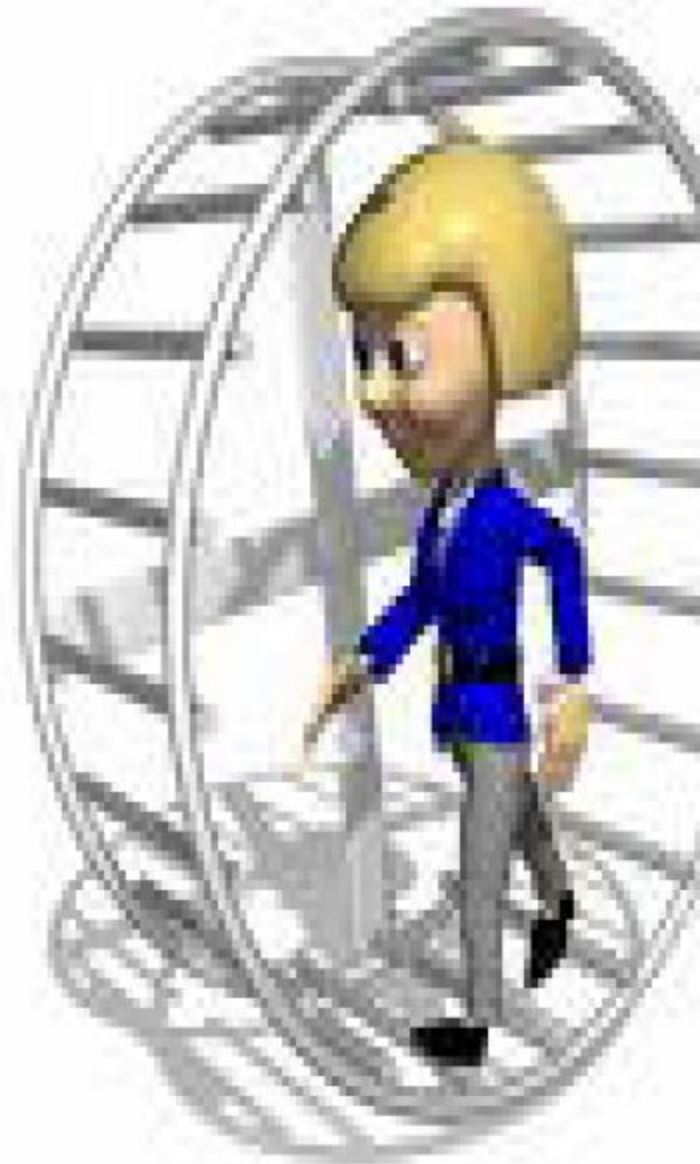
- Stuck in Survival Mode—caseload size
- Not using Evidence-Based Practices in a defined, specific way
- Service delivery not individualized per student needs
- Lack of progress in student achievement, annual yearly progress
- SLPs working alone, outside of the curriculum and classroom





# Why Reform?

- High caseload numbers
- Burden of paperwork, meetings
- Little generalization of skills
- Same kids, same skills, year after year
- Stuck in survival mode
- Do you ever feel like this?



# Valuable Resources

- ✓ San Diego City Schools speech RTI system:  
<http://csha.org> → Resource Center → San Diego City Schools Manual
- ✓ Information on RTI, interventions, CBMs:  
[www.interventioncentral.org](http://www.interventioncentral.org)
- ✓ National Center for Student Progress Monitoring  
[www.rti4success.org](http://www.rti4success.org)
- ✓ Indiana Dept of Education RTI Website  
[www.doe.in.gov/indiana-rti](http://www.doe.in.gov/indiana-rti)
- ✓ Florida Reading Research Center  
[www.fcrr.org](http://www.fcrr.org)
- ✓ EasyCBM  
[www.easycbm.com](http://www.easycbm.com)

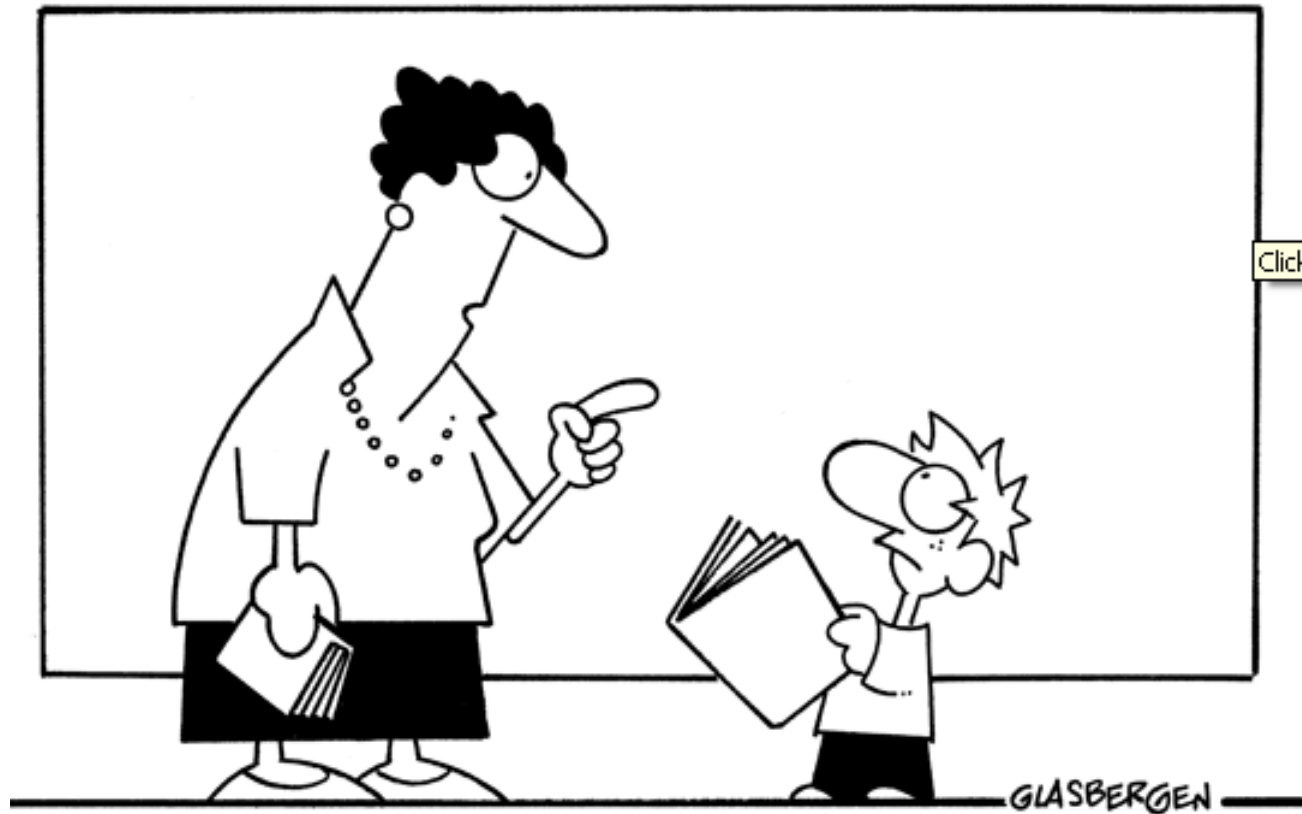






- ▶ What is my current role in literacy?
- ▶ What can I let go of?





**“It’s called ‘reading’. It’s how people  
install new software into their brains”**

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Speaking the same language...



# Tentative Outline

## SLP Professional Learning Communities

Date	Time/Audience	Description
<b>Feb. 24<sup>th</sup></b>	Full Day Morning – all SLPs  Afternoon – all SLPs plus their special education directors and/or principals	Morning <ul style="list-style-type: none"> <li>• How RTI applies to the SLP; the “big picture” of RTI               <ul style="list-style-type: none"> <li>○ Effective instruction and intervention</li> <li>○ ICEL/Classroom observations</li> <li>○ Roles and advocacy within buildings</li> </ul> </li> <li>• Current Caseloads and opportunities for researched based practices (e.g., artic) and how is our treatment impacting student’s learning</li> </ul> Afternoon (with administration) <ul style="list-style-type: none"> <li>• Review how we see current role and potential roles</li> <li>• What are obstacles to potential roles</li> <li>• What are strengths that can add to new role</li> <li>• Small group work time –take away a plan</li> </ul>
<b>Feb. 25<sup>th</sup></b>	Full Day All SLPs	<ul style="list-style-type: none"> <li>• Literacy instruction               <ul style="list-style-type: none"> <li>○ Resources for evidence based practices in reading</li> </ul> </li> <li>• Content/Reading Knowledge/Activities               <ul style="list-style-type: none"> <li>○ Narrative Writing (Story Grammar Marker)</li> </ul> </li> <li>• Use of CBMs/Data driven instruction for SLPs</li> </ul>
<b>May 16<sup>th</sup></b>	Full Day or Just Afternoon All SLPs	<ul style="list-style-type: none"> <li>• Schools who have been successful with implementing new role for SLPs, share experience, success, and process</li> <li>• What has worked, not worked with new role and being advocates?</li> <li>• How has your role changed if at all?</li> <li>• What activities have been successful?</li> </ul>



# Feedback

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- ▶ Does this sound helpful?
- ▶ Are there other things you've seen that will be covered by Dr. Batsche or Dr. Archer?
- ▶ Anything glaring you would want included?





# Meet Our Speaker:

## Dr. Liz Crawford, Ph.D., CCC-SLP

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▶ Survey

▶ Next Steps

▶ Moodle website



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Drive Carefully!



**SEE YOU IN FEBRUARY!**

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