

My Favorite Things

Therapy Tools That Work

2017-2018



Teresa Laney, M.S., CCC-SLP

Instructional Support Specialist
tlaney@mdek12.org

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Evidence-Based Practice

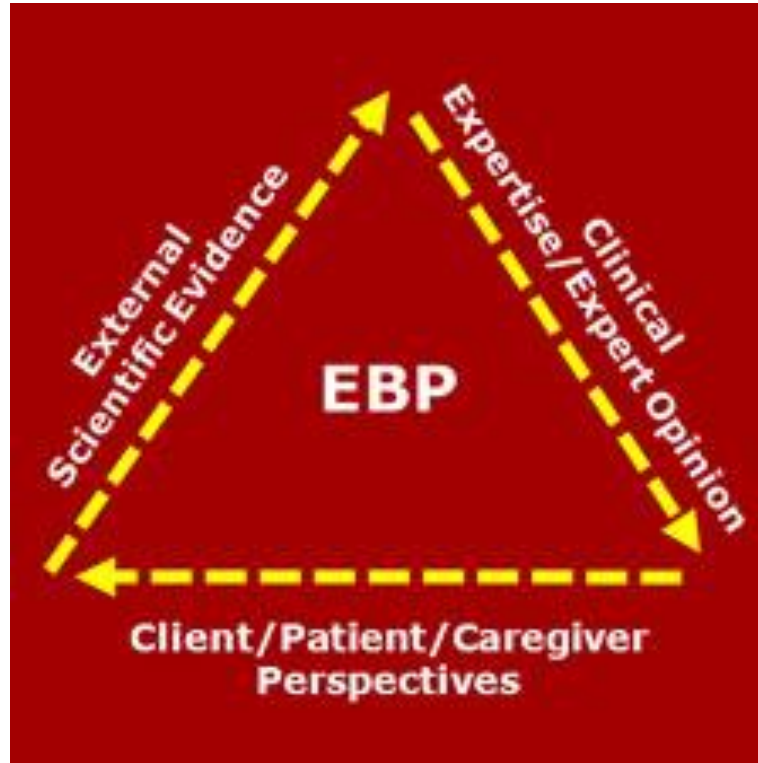
Definition of Evidence-Based Practice

- “Evidence-based medicine is the integration of best research evidence with clinical expertise and patient values.” (Sackett D et al., 2000)
- EBP means “high-quality research evidence is integrated with practitioner expertise.” (ASHA, 2005)
- Because EBP is a continuing process, it is a dynamic integration of ever-evolving clinical expertise and external evidence in day-to-day practice. (ASHA, 2005)

ASHA's Position Statement on EBP

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.

Definition of Evidence-Based Practice



Evidence-Based Expectations

By **Federal law** we are required to select and implement evidence-based programs when using Federal funds (Every Student Succeeds Act).

By **State law we are** to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By **State Board of Education expectations**, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

Every Student Succeeds Act (ESSA)

Evidence Provisions are a Key Element of ESSA

RESULTS
FOR AMERICA

ESSA was mostly designed to "fix" the No Child Left Behind Act, but the law also shifts significant authority to states (and districts) while setting important federal parameters, including:



12

Evidence-Based Clinical Practice (ASHA)

To make clinical practice evidence-based, audiologists and speech-language pathologists must:

- recognize the needs, abilities, values, preferences, and interests of individuals and families to whom they provide clinical services, and integrate those factors along with best current research evidence and their clinical expertise in making clinical decisions;
- acquire and maintain the knowledge and skills that are necessary to provide high-quality professional services, including knowledge and skills related to evidence-based practice;

Evidence-Based Clinical Practice (cont.)

- evaluate prevention, screening, and diagnostic procedures, protocols, and measures to identify maximally informative and cost-effective diagnostic and screening tools, using recognized appraisal criteria described in the evidence-based practice literature;
- evaluate the efficacy, effectiveness, and efficiency of clinical protocols for prevention, treatment, and enhancement using criteria recognized in the evidence-based practice literature;

Evidence-Based Clinical Practice (cont.)

- evaluate the quality of evidence appearing in any source or format, including journal articles, textbooks, continuing education offerings, newsletters, advertising, and web-based products, prior to incorporating such evidence into clinical decision making; and
- monitor and incorporate new and high-quality research evidence having implications for clinical practice.

EBP Summary

- Know your students' strengths and weaknesses.
- Acquire and maintain knowledge and skills.
- Choose diagnostic protocols that meet EBP criteria.
- Evaluate the efficacy of therapy techniques and procedures.
- Evaluate the validity of new research before implementation.

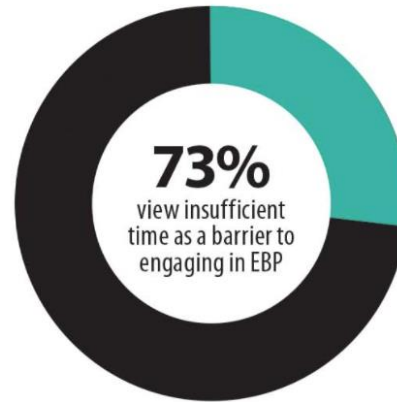
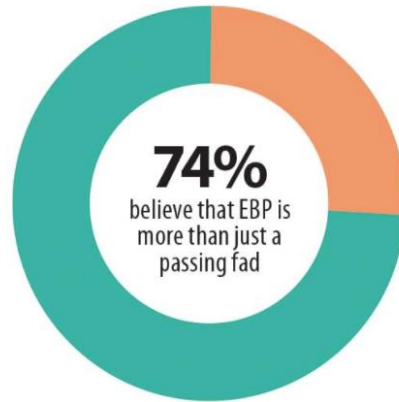
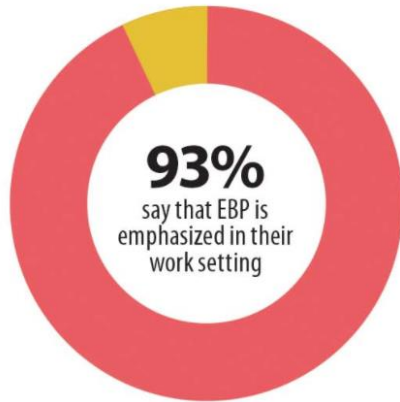
What We Know

ASHA surveyed 1,000 members in a variety of work settings and found that:

- 75% of school-based SLPs recognize the importance of EBP.
- 62% say the cost of continuing education creates the main obstacle to researching and implementing EBP intervention strategies.

Getting Started

What are school-based professionals' experiences with evidence-based practice?



ASHA Tools: Evidence Maps

- <http://www.asha.org/Evidence-Maps/>
- This site includes a free, searchable online tool to access these maps, complete with filters that help quickly locate the most relevant information for clinical questions or situations.

Why Use Evidence Maps?

- You juggle the joy of student sessions with the demands of documentation, IEP meetings, administrative tasks—and even bus duty.
- Referrals land on your desk to assess a student with a condition you don't typically see and wonder if your evaluation materials are valid and reliable.
- You get assigned to a middle school, and need to determine which intervention protocols middle-schoolers find acceptable.

Why Use Evidence Maps?

- You face cases resistant to your usual interventions or need to defend your role to parents or administrators.
- These situations require searching for the best evidence-based approaches, adding to our already long to-do lists.



Evidence Maps: Overview

The screenshot shows the Evidence Maps website. At the top, there is a navigation bar with links for CAREERS, EMPLOYMENT, PUBLICATIONS, EVENTS, AGENCY, CONTINUING EDUCATION, FACILITIES MANAGEMENT, and RESEARCH. Below this is a blue header with the text "Evidence Maps" and a sub-header "Welcome to the Evidence Maps, the latest evidence at your fingertips". A red arrow points to a search bar in the top right corner. The main content area features a search box with the text "Find a map" and a list of evidence maps under the letter 'A'. The list includes: Acquired Brain Injury (ABI), Amalgamated Lateral Sciences (ALS), Aphasia, Apraxia of Speech (Adults), Apraxia of Speech (Children), Auditory Processing Disorders, and Augmentative and Alternative Communication (AAC). To the right of the search box is a "What's New" section with the heading "View our latest updates" and two article teasers. The first article is titled "Should We Use Telegraphy or Grammatical Input in the Early Stages of Language Development with Children Who Have Language Impairment? A Meta-Analysis of the Research and Expert Consensus has been added to the Systemic Language Disorders Map." The second article is titled "The Impact of Partner Training on the Communicative Involvement of Students With Multiple and Severe Disabilities in Science".

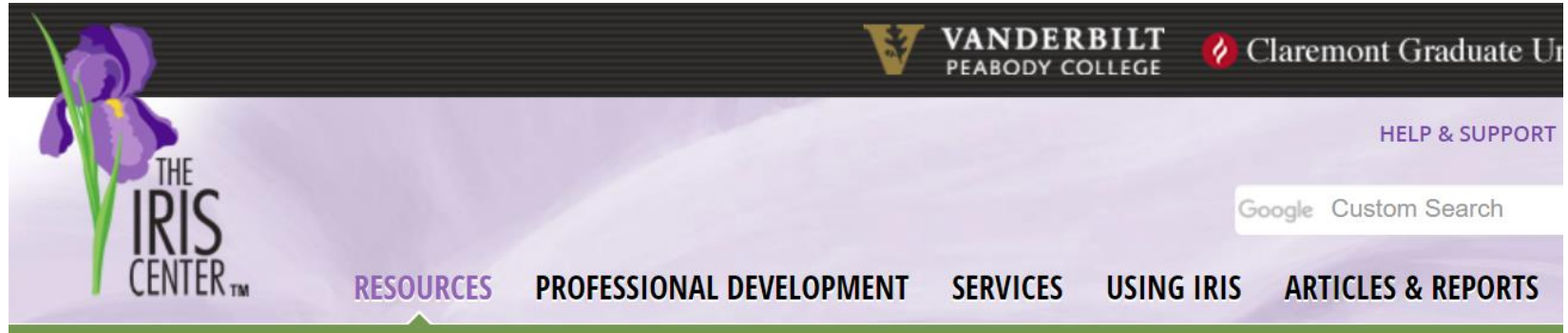
Evidence Maps: Search Tutorial



National Outcomes Measurement System (NOMS)

- NOMS is a voluntary data collection system developed to illustrate the value of speech-language pathology services provided to adults and children with communication and swallowing disorders.
- Data is collected to provide members the needed tools to address the challenging questions posed by policy makers, third party payers, administrators and consumers alike.

The IRIS Center



The screenshot shows the top navigation bar of the IRIS Center website. On the left is the logo for 'THE IRIS CENTER™' featuring a purple iris flower. To the right are logos for 'VANDERBILT PEABODY COLLEGE' and 'Claremont Graduate University'. A search bar with the text 'Google Custom Search' is positioned on the right. Below the logos is a horizontal menu with the following items: 'RESOURCES', 'PROFESSIONAL DEVELOPMENT', 'SERVICES', 'USING IRIS', and 'ARTICLES & REPORTS'. The 'RESOURCES' item is highlighted with a green arrow pointing to it. In the top right corner of the header area, the text 'HELP & SUPPORT' is visible.

IRIS Resource Locator

Modules, Case Studies, Activities, & more

Evidence-Based Practice Summaries

Research annotations

Films

Portrayals of people with disabilities

Children's Books

Portrayals of people with disabilities

New & Coming Soon

Latest Modules & resources

Glossary

Disability related terms

IRIS VIDEOS

Navigating Our Website and Resources

Watch our informative videos to learn how to use the IRIS Resource Locator and how to get around a *STAR Legacy* Module.



IRIS Resource Locator



SORT BY:

TOPIC

RESOURCE TYPE

MODULE ELEMENT

Accommodations (60)



Assessment (includes Progress Monitoring) (74)



Assistive Technology (39)



Behavior and Classroom Management (91)



Collaboration (72)



Content Instruction (54)



Differentiated Instruction (62)



The IRIS Center

Related Services (25)



▾ Modules (6)

▴ Information Briefs (8)

[New Service Delivery Models: Connecting SLPs with Teachers and Curriculum](#)

[Supporting Families of Children Who Use AAC](#)

[Team-based Service Delivery Approaches in Pediatric Practice](#)

What Works Clearinghouse

IES WWC What Works Clearinghouse

Search

More Filters

Grade

Class Type

School Type

Delivery Method

Program Type

Outcomes

Individual Small Group

Whole Class School

21 Results

Done Clear All

You may be interested in...

Teaching Strategies for Improving Algebra Knowledge for Middle and High School Students

Teaching Math to Young Children

Improving Mathematics

University of Chicago School Mathematics Project (UCSMP) Multiple Courses

Peer-Assisted Learning Strategies

- **Evidence-Based Practice (EBP) Briefs** – <http://www.speechandlanguage.com/ebp/index.asp>: An on-line peer reviewed journal provided by Pearson publishing. Topics are clinically relevant and relate specifically to school-based practice. Briefs are relatively short, easy to read, and some include audio author chats and podcasts. These are written by many of the experts in our field.

EBP for Autism

- <http://autismpdc.fpg.unc.edu/evidence-based-practices>

EVIDENCE-BASED PRACTICES

*Indicates practices with newly developed content (2015-2017). Select the practice to access these modules and downloadable resources.

Antecedent-based Intervention (ABI)*

Cognitive Behavioral Intervention (CBI)**

Differential Reinforcement (DR)

- *Previously* Differential Reinforcement of Alternative, Incompatible, or Other Behavior

Discrete Trial Teaching (DTT)*

Exercise (ECE)*

Extinction (EXT)

Naturalistic Intervention (NI)*

Parent-implemented Intervention (PII)*

Peer-mediated Instruction and Intervention (PMII)*

Picture Exchange Communication System (PECS)*

Pivotal Response Training (PRT)

Prompting (PP)*

Self-management (SM)*

Social Narratives (SN)*

Social Skills Training (SST)*

- *Previously* Social Skills Groups

Structured Play Group (SPG)**

Task Analysis (TA)*

Technology-aided Instruction and Intervention (TAII)** -

Previously Computer Aided

What Does This Mean for SLPs?

- When you're not sure, look it up. You now have the resources to use.
- Examine what you're doing in intervention. Why do you do that? Because it's the most effective strategy? Because someone told you to do it? Because it's the way you've always done it? Could you do it differently and get better results?
- Why *wouldn't* we want to provide services that are found through research to be effective? Let's get those kids into services, make maximum progress in the shortest amount of time, and get them back into the classroom.

Remember...

“Just because a method/product does not have evidence, it does not mean it does not work ...

it means it has not been tested yet.”

(Virginia Department of Education, 2011)

Therapy Tools

ASHA Practice Portal

- Clinical topics
- Professional Issues (Ex: telepractice, caseload/workload)
- Client/patient handouts (Ex: developmental milestones for K-5th grade)
- Tools and templates (Ex: documentation, phonemic inventories across languages)

OH Center for Autism and Low Incidence

- <http://www.ocali.org/center/autism>
- Autism Center Resource Gallery of Interventions
- Ready-made resources such as choice boards, behavior maps and graphic organizers
- Website also contains information on UDL, transition and early childhood

The Best of SLPs on TpT

2017 Edition

Speech & language therapy
product recommendations for
articulation, language, AAC,
social skills & more!



<http://speechymusings.com/2017/01/21/slps-on-tpt/>

Book Study

- Choose a theme and/or book.
- Choose Tier 2 words to target.
- Teach vocabulary in the context of the story.
- Add multi-sensory elements (Ex: gestures, videos, role play) to increase retention.

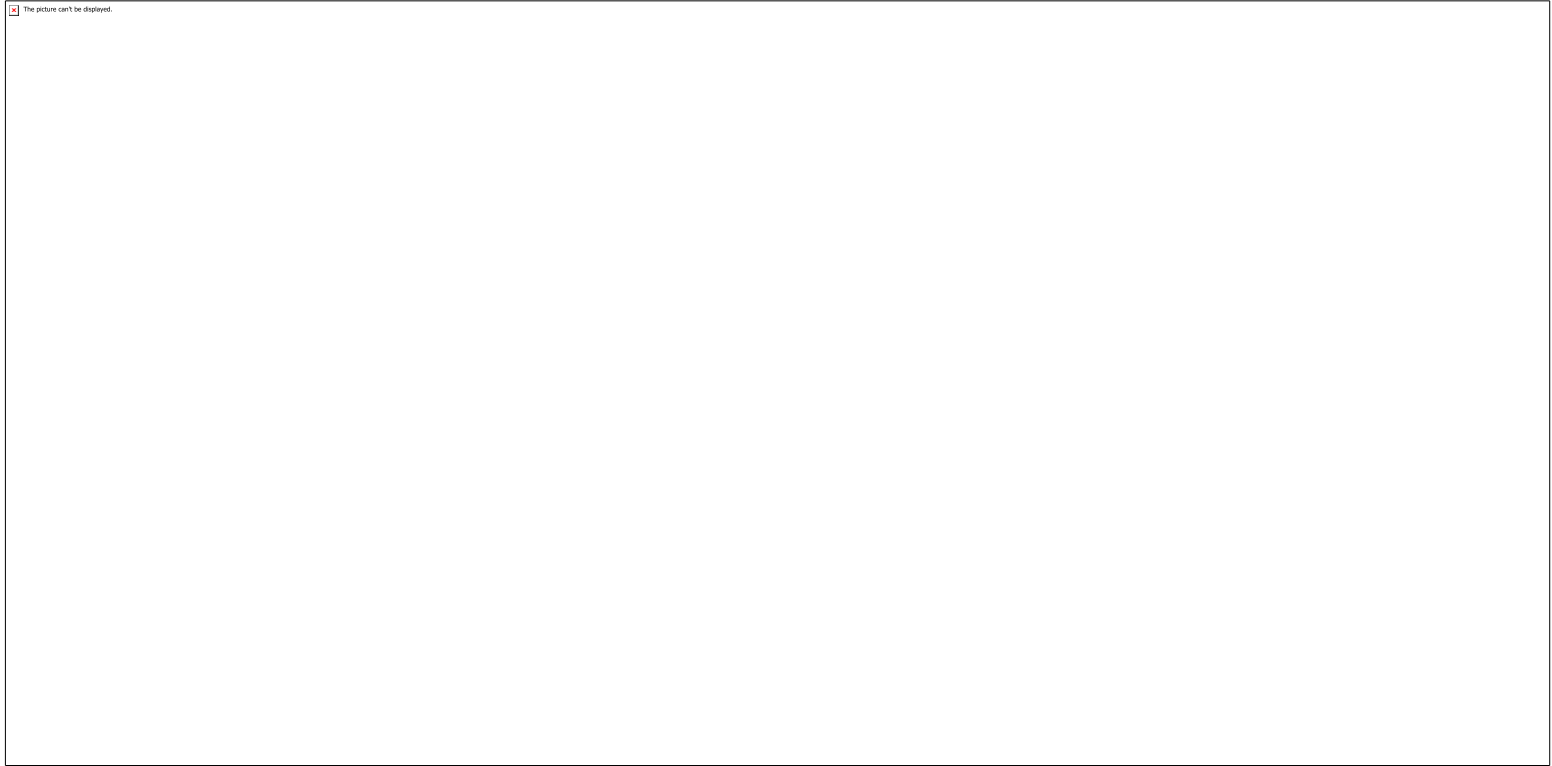
Literacy Empowerment Foundation

- The [Literacy Empowerment Foundation](#), a 501(c)3 nonprofit organization, invites your school or other literacy project to apply for FREE books for Read Across America Day. During the past year, LEF has distributed over 3,000,000 books to schools all across the country for Read Across America Day and other literacy projects.
- These books are free. Educators only pay shipping and handling. Resources are allocated on a first-come, first-served basis.

Literacy Empowerment Foundation

- Orders must be received by February 12th, 2018.
- Go to <http://www.lefbooks.org> online for the LEF Free Books for Read Across America Day order form.
- 1311 West Chester Pike
West Chester, PA 19382
Phone: 610-719-6448

Fluency



Adaptable Reinforcement Activities

- Points Game
- Generic board games
- Bubbles
- Puppets

Apps for Autism

Evidence Based Practice	Supporting App
Computer -Aided Instruction - Computer-aided instruction (CAI) includes the use of computers to teach academic skills and to promote communication and language development and skills	Martha's Dog Party First Words International ABA Flash Cards SeeTouchLearn Language Builder
Functional Communication Training - A systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills.	InnerVoice Touch Chat with Word Power Proloquo2Go Predictable

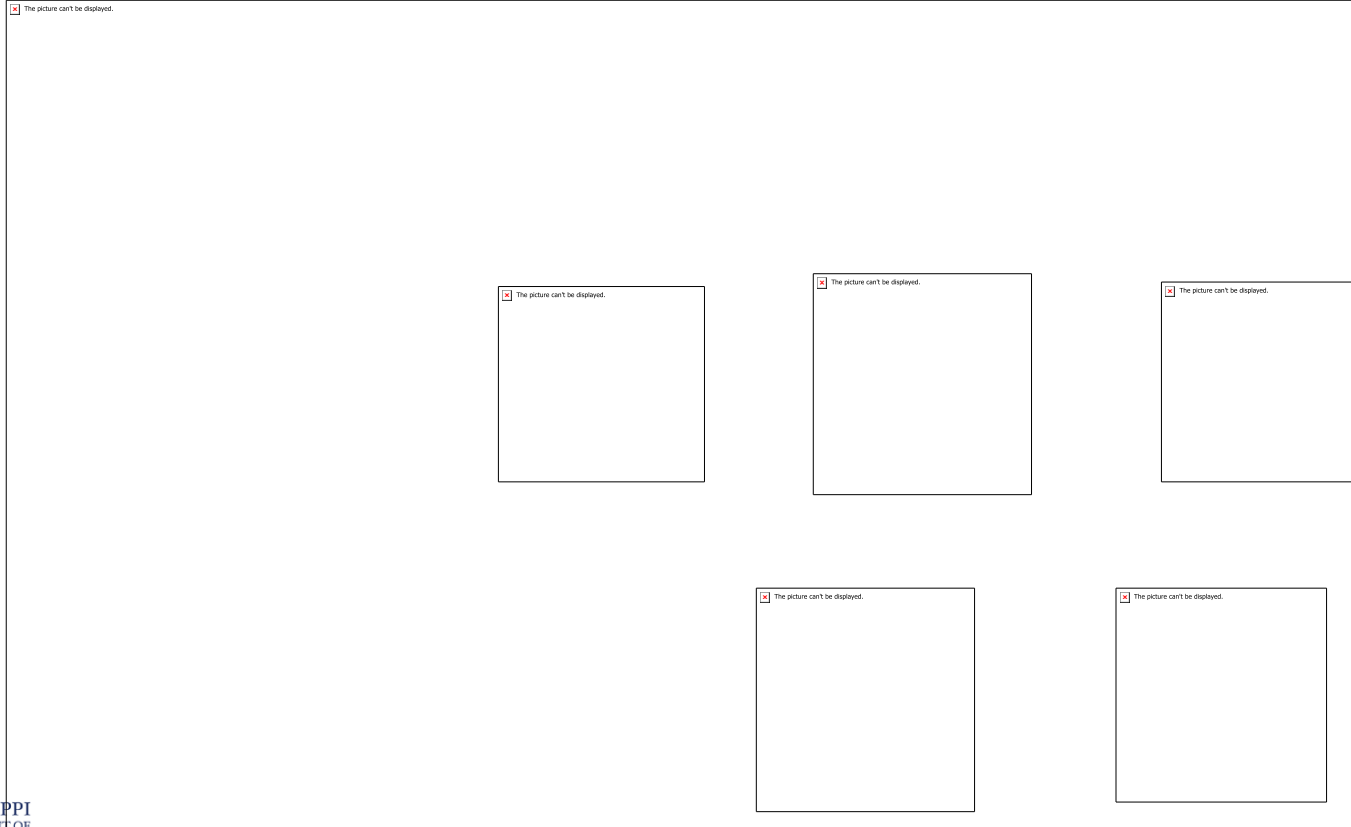
<https://proactivespeech.wordpress.com/2012/10/10/ipad-apps-can-support-evidence-based-practice/>

Social Skills



- <http://homesweetspeechroom.blogspot.com/2013/07/evidence-based-practice-for-social.html>

AT for Planning and Organization

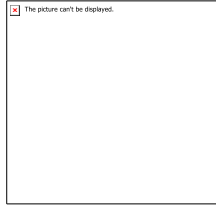


AT for Reading

- [Dyslexia Fonts](#)

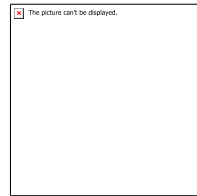


- Magnifying Apps



- [Kurzweil](#) Text-to speech, speech-to-text, work prediction, graphic organizers

- [Voice Dream Reader](#) App (\$14.99)



AT for Reading

Rewordify Simplifies text by replacing difficult words with easier ones. Great for adapting reading material.

ClaroReader Text-to-speech software. Chrome extensions, dictation, color overlays.

Capti Narrator Text-to-speech software and app.

Audiobooks

- Bookshare Accessible online library for people with disabilities <https://www.bookshare.org/cms/>
- Audible
- Audiobooks Now
- Learning Ally – Large library of books for people with disabilities

Adapted Reading

- Readworks – Grade-level reading passages adapted to student’s lexile level <http://www.readworks.org/>
- Newsela – Grade level news articles adapted to student’s lexile level <https://newsela.com/>

Both websites are free and include comprehension questions and lessons.

AT for Written Expression

Co-writing software uses word prediction to help students who struggle with spelling and grammar.

- [Texthelp](#)

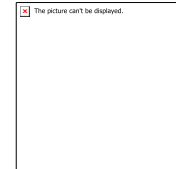
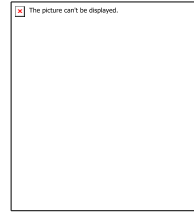


- [Co:Writer Universal](#)

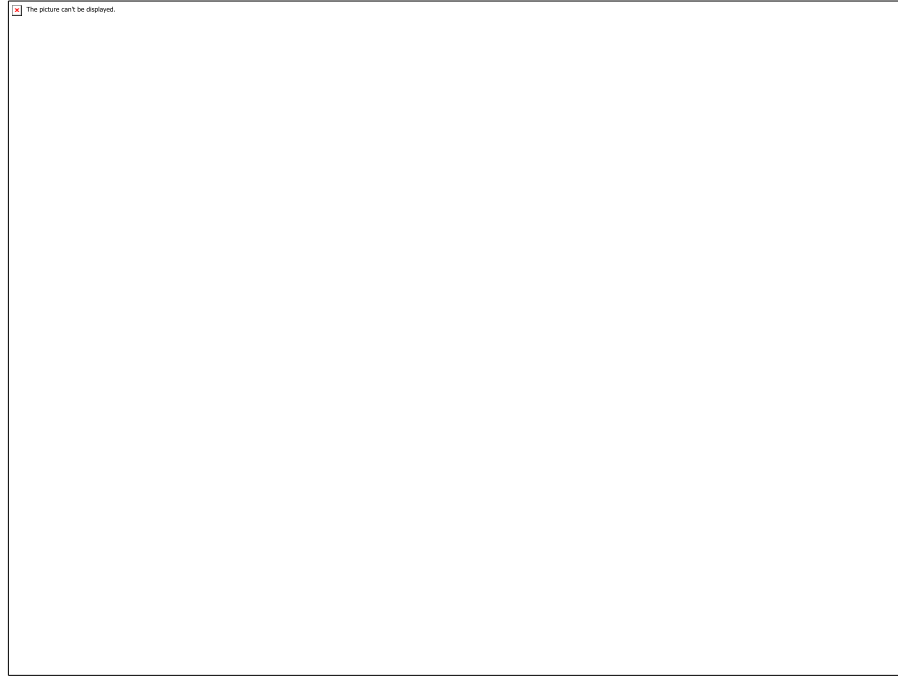


AT for Listening

- Digital voice recorders
- Dictophone app – Voice recorder with unlimited time
- Personal hearing devices
- AudioNote – Take notes and record



Data Collection Ideas



<https://www.speechandlanguagekids.com/data-collection-ideas-for-speech-therapists/>

New Uses for

Old Things

Articulation Cards

- Place cards on a 6 x 6 grid. Roll two dice to find the card on the grid and say the word or make a sentence.
- For a tactile activity, place cards in a bin of dried beans and have students fish them out then say the word.
- Have students draw a card then describe the object on the card to the others in the group.

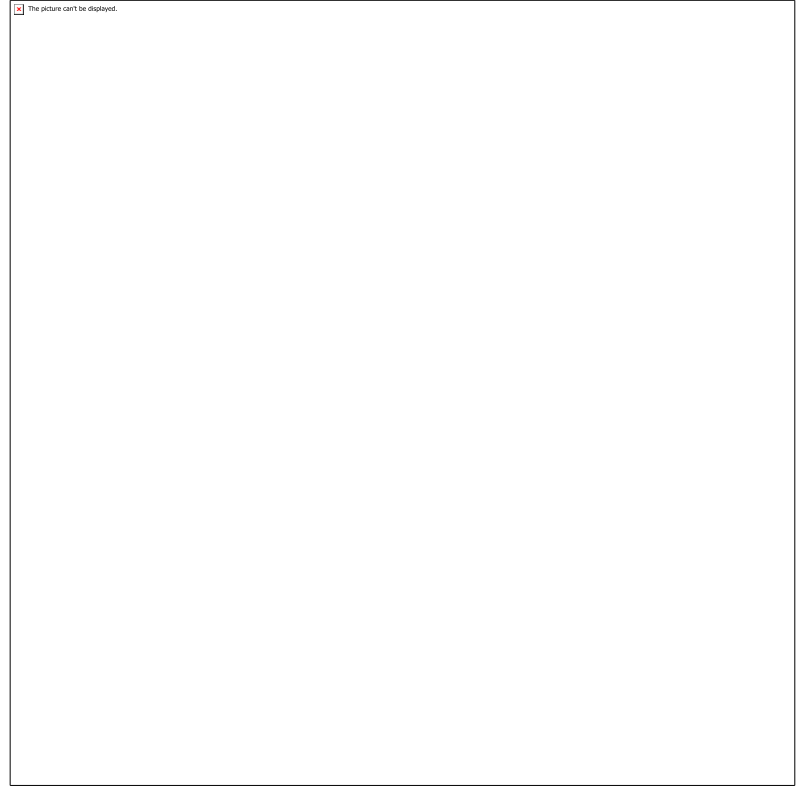
Apples to Apples

How many different ways can you use this game in therapy?
List them all and choose one to demonstrate!

Apples to Apples

Practice identifying/naming parts of speech practice: nouns, adjectives, synonyms.

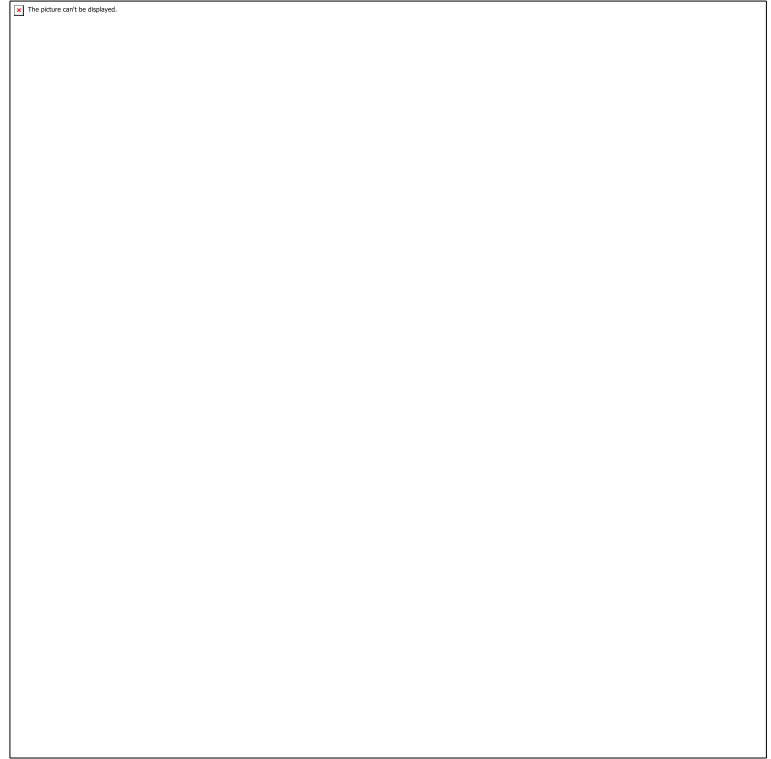
Reverse the directions! Instead, the judge puts a red noun card down and everyone gets 5 green cards. The students have to use the best adjective to describe the noun.



Apples to Apples

Challenge your students to come up with as many words as possible for the describing word in a minute. The person with the most words wins!

You can always facilitate this as a whole group if the kids have spelling needs and see if they can beat their score.



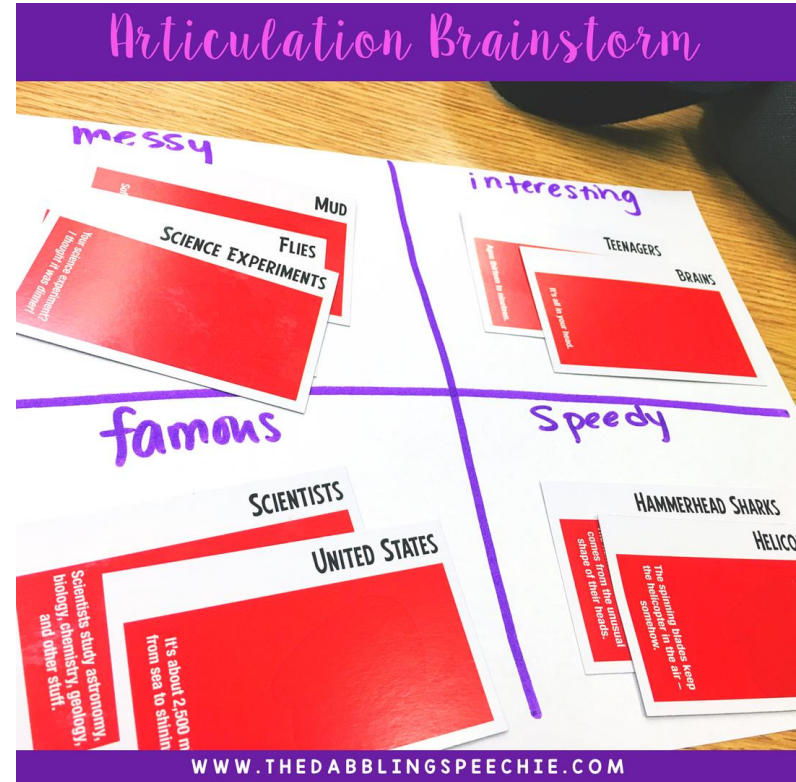
Apples to Apples

Have students sort the red cards into the different “describing” word piles. This helps work on a critical attribute features and antonyms.

Describing Word Sort

Apples to Apples

List words with target sounds for articulation. Have students brainstorm things that fit into each category. After sorting, students can make sentences that include the target word. For example, “Mud is messy. Flies are messy. Some scientists are famous.”



Apples to Apples

Using any of the ideas mentioned, split the students into groups. During the activity the students have to talk with their partner and/or group. This can target the social skills of:

- turn taking
- interrupting
- voice volume for the social situation
- sharing opinion, asking clarification questions, and accepting/rejecting a person's idea
- flexibility
- accepting rejection from a judge in the game

Apples to Apples

These cards can also be adapted for mixed language groups working on describing, grammatical structures and expanding utterances with prepositional phrases and adjectives.

<http://www.thedabblingspeechie.com/2017/03/apples-to-apples-speech-therapy/>

Table Talk

What are your go-to therapy tools?

Share what you use most and why it is a favorite.

Can you use it for multiple purposes?



ASHA

Support

ASHA Website



ASHA Website



ASHA Website

- <http://www.asha.org/>

Special Interest Group 16

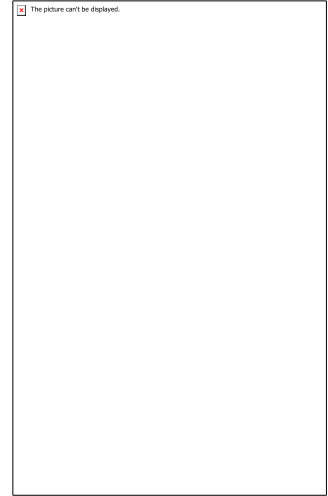
The picture can't be displayed.

Practice Portal

 The picture can't be displayed.

Resources

- State Education Agencies Communication Disabilities Council
- Federal guidance and regulations
- Dear Colleague letters from OSEP
- Links to resources from other states
- <http://seacdc.org/resources.html>



Evidence-Based Practice

- <http://www.asha.org/Research/EBP/EBSRs/> ASHA's National Center for Evidence-based Practice
- <http://www5.esc13.net/thescoop/speech/2010/12/02/evidence-based-practice-resources-for-slps/>
- <https://iris.peabody.vanderbilt.edu/> IRIS Center
- <https://ies.ed.gov/ncee/wwc/> What Works Clearinghouse
- <http://www.asha.org/NOMS/> National Outcomes Measurement System

Miscellaneous Resources

- <https://www.iidc.indiana.edu/pages/writing-and-using-social-narratives> Research and procedures on social stories
- <http://speechymusings.com/2017/01/21/slps-on-tpt/> Best of SLP on TpT
- <http://speechymusings.com/2017/09/10/versatile-materials-speech-therapy-goal/>
- <http://perspectives.pubs.asha.org/article.aspx?articleid=2595559&resultClick=1> ASHA article on evaluation and eligibility



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Teresa Laney, M.S., CCC-SLP

Instructional Support Specialist

tlaney@mdek12.org

Office of Special Education

601-359-3498