Objectives

- To increase participants’ understanding of the evolution of speech and language services in the public schools, the connection between language and literacy, the stages of language development, and assistive communication.

- To outline the impact that communication and language deficits have on a student’s academic performance and provide suggested strategies and techniques for enhancing student achievement.

- To review the language development and communication skills outlined in the following Competencies and Skills Required for Teacher Certification in Florida, Twenty-Fourth Edition, updated October 16, 2017, Exceptional Student Education K-12, Section 61.

1. Classify the characteristics of students with exceptionalities using the eligibility criteria of categories included in current state and federal laws and regulations governing K-12 education programs.

2. Compare typical and atypical development of physical, cognitive, linguistic, social, and emotional stages of students in the K-12 educational system.

3. Evaluate the role and function of systemwide models of support for assisting all students, including students with exceptionalities, in accessing the general education curriculum and achieving high expectations.

4. Identify the characteristics and purposes of the core curriculum, supplemental programs, and intensive interventions as they relate to language arts and mathematics in a multi-tiered system of supports.

5. Apply techniques for differentiating, accommodating, and modifying classroom instruction to meet the educational needs of individual students with exceptionalities.

6. Identify language development and the components of language structure.

7. Distinguish characteristics of communication disorders and the impact on academic achievement and functional skills.

8. Identify appropriate assistive technology and alternative communication systems to facilitate communication across all educational settings.

9. Determine the sequence of reading development and the critical components of reading proficiency included in the state standards.

10. Apply specialized instructional methods and techniques to address deficits in phonological processing in students with exceptionalities.

11. Apply evidence-based instructional methods for increasing reading proficiencies in phonics, word recognition, and fluency that meet the
specific educational and functional needs of individual students with exceptionalities.

12. Apply evidence-based instructional methods for increasing literacy (e.g., oral language, vocabulary, reading comprehension) in all content areas that meet the specific educational and functional needs of individual students with exceptionalities.

13. Determine and apply strategies for facilitating students’ critical-thinking, executive functioning, and metacognition skills.

OUTLINE OF CONTENT

Introduction

Assessment Task
Introductory Task: Reflection

Unit 1: Language Acquisition
1. History of Speech-Language Pathology in the Schools
   - Overview
   - From Then to Now...
   - The Role of the Speech-Language Pathologist (SLP)
     - Evaluation and Eligibility
     - Therapy
     - Florida’s Multi-tiered System of Supports (MTSS)
     - Reading
     - Caseload vs. Workload

2. Components of Language
   - Overview
   "Decomposing" the Components of Language
   - Components of Language Chart
   - Identify the Components of Language

3. Normal Language Development
   - Overview
   - The Acquisition of Communication Skills
   - Prerequisites for Sequential Development of Language and Speech Skills
   - General Developmental Sequence (Toddler through Preschool)
   - Hearing Loss
   - Fluctuating Hearing Loss
   - Characteristics of Children with Possible Hearing Loss
   - Receptive and Expressive Language
   - Home/School Language
Assessment Task
Task 1: Identifying and Accommodating a Language Development Delay or Disorder

Unit 2: Communication Deficits
1. Distinguishing a Language Difference vs. Deficit
   • Overview
   • Second Language Acquisition Process

2. Communication Disorder Characteristics
   • Overview
   • Difference Between Language and Speech
   • Check Your Understanding
   • Characteristics of Speech/Language Disorders
   • Speech/Language Characteristics of Special Populations

Assessment Task
Task 2: Learning English as a Second Language

Unit 3: Communication Interventions
1. Describing Communication Context
   • Overview
   • Situational Context
   • Instructional Discourse Context
   • Semantic Context
   • Bringing It All Together: What Questions Should I Ask About the Communication Context?

2. Classroom Presentation
   • Overview
   • Create a Good Learning Environment
   • Make Connections
   • Control the Presentation Context

3. Focus on Interventions
   • Overview
   • Clarification and Correction
   • Instructional Discourse
   • Cooperative Learning Groups

Assessment Task
Task 3: Cooperative Lesson
Unit 4: Language and Literacy

1. The Link between Language and Reading
   - Overview
   - Language Deficits and Learning to Read
   - Stages of Reading Development
   - Check Your Understanding
   - Characteristics of Reading Difficulties
   - Reading Instruction

2. Reading Instruction
   - Core Instruction
   - Supplemental Instruction
   - Intensive Instruction
   - Differentiated Instruction
   - Explicitness and Intensity
   - Phonological Awareness
   - Phonics
   - Reading Strategies
   - Fluency
   - Vocabulary
   - Comprehension

Assessment Tasks
Task 4a: Supporting Text Comprehension and Choosing a Graphic Organizer
Task 4b: Stages of Reading

Unit 5: Assistive Technology-Augmentative/Alternative Communication

1. Overview of Assistive Technology
   - Overview
   - History of Assistive Technology
   - Early Assistive Technology
   - Introduction to Assistive Technology
   - Keys to Success

2. The Assistive Technology Process
   - Overview
   - The Assistive Technology Process

3. The Goal of AAC: Interactive Communication
   - Overview
   - Basics of Augmentative and Alternative Communication
   - Visual Supports (Engineering the Environment)
   - Continuum of AAC Devices
4. Adaptations Across the Curriculum

- Overview
- General Adaptations
- Literacy Adaptations for Reading and Writing

Assessment Task
Task 5: AAC Device Exploration and Functional Application

Conclusion
User survey and other information

Required Activities

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