

The purpose of the Leadership Plan is to provide a framework for the groups meeting, describe the purpose of their work and their projected outcomes, document their work team plans with ongoing updates and provide a communication link between administration and the leadership group participants.

AEA

Speech-Language

Leadership Plan

2015-2018

PURPOSE: The purpose of AEA Leadership groups is to develop, implement, maintain and continuously improve a statewide system of support [related] services for children and students of special needs birth to 21.

MISSION: To provide vision and leadership that facilitates the delivery of quality Speech-Language Services for children and families throughout the state of Iowa.

AEA SLP LEADERSHIP: The SLP Leadership group is a collaborative effort to integrate AEA services and Department of Education policy to meet the needs of learners with special needs in Iowa. The following information provides a description of roles and responsibilities for Leadership group work.

Department. The Iowa Department of Education designates staff (administrative consultant) to support work of Leadership groups.

- Assist with planning of meetings with the Leadership chair;
- Provide technical assistance for implementation of IDEA law requirements, state policy and procedures; and
- **Support development, updates and reporting of Leadership Plan progress to DE administration and AEA Directors of Special Education, see Appendix 1-Leadership Plan.** (Leadership Plans developed on 3-years basis.)

Members. The members are AEA Lead Speech-Language Pathologists designated by the AEA Directors of Special Education. Other members may include the Lead SLP from Des Moines Public Schools and the Iowa School for Deaf, see Appendix 2-*Member Contact Information*.

- Members agree to attend three annual meetings;
- Collect and analyze data for system reporting;
- Participate in work team activities;
- Distribute information to regional AEA SLP staff; and
- Provide updates to AEA Directors of Special Education.

Meetings. The Leadership group meets three times a school year in the fall, winter and spring. AEAs cover costs of travel expenses (meals, mileage, and overnight expenses). AEA Directors of Special Education support dates for meetings and designated representation.

OUTCOMES

1. AEA SLPs will use technology to meet learner needs using alternative quality, timely and efficient methods to provide speech-language services, see Appendix 3-*SLP Tele-Practice Work Team Plan*.
2. AEA SLPs will support learners in a multi-tiered education system in Iowa utilizing “survey and specific level” procedures to assess speech and language skills of children and students, see Appendix 4-*SLP Functional Assessment Work Team Plan*.
3. AEA SLPs will align Iowa Core with intervention strategies to enhance child/student’s learning whose communication disorder adversely affects educational performance, see Appendix 5-*SLP Intervention Work Team Plan*.
4. AEA SLP Leadership will collect, analyze and review statewide data to improve services and support child/student educational progress, see Appendix 6-*SLP AEA Statewide Report Work Team Plan*.
5. AEA SLP Leadership will develop standards of practice guidance for consistency, efficiency, and provision of effective quality speech-language services, see Appendix 7-*Standards of Practice Work Team Plan*.
6. AEA SLPs will use evidence-based intervention strategies to enhance development of complex speech sound skills of learners, see Appendix 8-*SLP Complex Speech Sounds Work Team Plan*.

APPENDICES

1. **AEA Leadership Plan for 2015-2016**
2. **Member Contact Information**
3. ***SLP Tele-Practice Work Team Plan***
4. ***SLP Functional Assessment Work Team Plan***
5. ***SLP Intervention Work Team Plan***
6. ***SLP AEA Statewide Report Work Team Plan***
7. **SLP Standards of Practice Work Team Plan**
8. **SLP Complex Speech Sounds Work Team Plan**

APPENDIX 1 - AEA PT LEADERSHIP PLAN

2015-16	Projected Dates	Actions Taken
Fall Meeting Standing Agenda Items IDEA implementation updates · Work Teams meet and continue plans as outlined	Sep 17, 2015 Heartland AEA 8:30-3:00	<i>Minutes from Fall Meetings</i>
Winter Meeting Standing Agenda Items · IDEA implementation updates · Work Teams meet and continue plans as outlined	Jan 27, 2016 Heartland AEA 8:30-3:00	<i>Minutes from Winter Meeting</i>
Spring Meeting Standing Agenda Items · IDEA implementation updates · Work Teams meet and continue plans as outlined	Apr 19, 2016 Heartland AEA 8:30-3:00	

For additional information, please contact:

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 Heartland AEA 11
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LauraBelle Sherman-Proehl, Ph.D.
 Administrative Consultant, Leadership
 Iowa Department of Education
 Tel: 515-242-6018
 Mobile: 515-681-2313
 Email: LauraBelle.Sherman-Proehl@iowa.gov

APPENDIX 2 - MEMBERSHIP INFORMATION

Agency/Contact	Email	Work Phone	Cell Phone
AEA 1 Tracy Deutmeyer Trishia Dietzenbach	tdeutmeyer@aea1.k12.ia.us tdietzenbach@aea1.k12.ia.us	319-283-2043 319-283-2043	319-240-2889 319-415-8540
AEA 267 Jennifer Davis Susie Sigwarth Kristi Meyer Anne Magnuson	jdavis@aea267.k12.ia.us ssigwarth@aea267.k12.ia.us kmeyer@aea267.k12.ia.us amagnuson@aea267.k12.ia.us	641-357-6125	641-260-0379 319-230-9077 641-529-1340
AEA 8 Janelle Swanson	jswanson@plaea.org	515-574-5500 X 2125	515-570-3940
AEA 9 Jennifer Hawley Kellie Martin Wanda Wims	jhawley@mbaea.org kmartin@mbaea.org wwims@mbaea.org	563-241-2288	
AEA 10 Deb Hollensbe Tracy Peterson	dhollensbe@gwaea.org tpeterson@gwaea.org	319-358-5482	319-321-7072
AEA 11 Leadership Chair Linda McAtee Mia Mueller-Vannoy	lmcatee@heartlandaea.org mvanoy@heartlandaea.org	515-270-0405 x14486 515-270-0405	
DMPS Carrie Berg Kerry Biondi-Morlan	carrie.berg@dmschools.org kerry.biondi-morlan@dmschols.org	515-287-9720	515-867-4632
AEA 12, NWAEA Don Tisthammer Karen Miller Kim Metzgar Tami Daane Mary Lynn Nettleton	dtisthammer@nwaea.org kmiller@nwaea.org kmetzgar@nwaea.org tdaane@nwaea.org mnettleton@nwaea.org	712-225-2568 X 3214 712-222-6332 X 6332 712-222-6390 X 6390	712-229-0497

AEA 13, GHAEA Jen Adams-Potter Hillary Brummer Kerry Aistrope	jadams-potter@ghaea.org hbrummer@ghaea.org kaistrope@ghaea.org	641-414-3780 712-626-2559	
AEA 15 Dee Gerot Diane John	dee.gerot@gpaea.org diane.john@gpaea.org	641-682-8591 X5520 319-753-6561 X1299	641-680-5944 319-759-5586
Iowa School for Deaf (ISD) Ann Thiessen Sue Miles	athiessen@iowaschoolforthe deaf.org smiles@iowaschoolforthe deaf.org	712-366-3227 712-366-3227	
Department of Education LauraBelle Sherman-Proehl Administrative Consultant, Leadership	LauraBelle.Sherman-Proehl@iowa.gov	515-242-6018	
AEA Director of Special Education Maria Cashman	mcashman@gwaea.org	319-399-6847	

Agency/Contact	Email	Work Phone	Cell Phone
UNIVERSITY SLP TRAINING PROGRAMS			
University of Iowa Liz Delsandro	elizabeth-delsandro@uiowa.edu	319-400-7648	
University of Northern Iowa Dr. Carlin Hageman Dr. Evette Edmister Dr. Jennifer Garrett Dr. Lindsey Leacox	Carlin.Hageman@uni.edu evette.edmister@uni.edu jennifer.garrett@uni.edu lindsey.leacox@uni.edu	319-273-2497 319-273-3703	563-271-9956
St. Ambrose University Dr. Elisa Huff	huffelisag@sau.edu	563-388-7661	

APPENDIX 3 - SLP TELE-PRACTICE WORK TEAM PLAN

TEAM MEMBERS

<p style="text-align: center;">Kristi Tomson, AEA 267, Co-chair</p> <p style="text-align: center;">Susie Sigwarth, AEA 267, Co-chair</p>	<p style="text-align: center;">Kerry Aistrope, AEA13, Ad hoc</p> <p style="text-align: center;">Barb Nelson, AEA 13, Ad hoc</p> <p style="text-align: center;">Tel: 712-623-2559 Mobile: 712-621-0494 Email: bnelson@ghaea.org</p>
<p style="text-align: center;">Wendy Aanonson, AEA 13</p>	<p style="text-align: center;">LauraBelle Sherman-Proehl, DE</p>

PURPOSE: *Develop, implement and maintain a statewide telepractice system for provision of AEA speech-language services.*

OUTCOMES:

- Provide consistent quality telepractice services by establishing standards, guidance documents and professional development training;
- Meet gaps for filling speech-language pathologist vacancy needs in hard to hire regions of the state, cover extended leave of six to eight weeks or longer, and approach challenges of competing employment venues;
- Use technology as an efficient and alternative method of providing speech-language services; and
- Access Iowa experienced or retired SLPs with knowledge and understanding of AEA speech-language [support] services provided in the schools with knowledge and training in use of the Iowa Core, Oral Narratives, Curriculum Based Assessment and Multi-Tiered Systems of Support (MTSS).

Plan/Steps	Dates: Start/End	Progress Notes
<i>Phase I-</i>		
<i>Develop AEA statewide telepractice system of</i>	1/2016	

<p><i>telepractice basics, SLP resources, guidance documents, and professional development trainings and video clips.</i></p>		
<p>SLP</p> <p><i>Develop Orientation of SLP Telepractice Basics Module</i></p> <p><i>Purpose and description of telepractice</i></p> <ul style="list-style-type: none"> ● <i>Speech-Language Pathologist (SLP) connects to a school using video-conferencing equipment</i> <p><i>Evidence-based studies supporting telepractice</i></p> <p><i>Legal Requirement considerations</i></p> <ul style="list-style-type: none"> ● <i>IEP documentation and guidelines</i> ● <i>Procedures for child-find</i> ● <i>Notice to family - provide letter to parents/guardians</i> <p><i>Set-up needs</i></p> <ul style="list-style-type: none"> ● <i>Technology-see next section</i> ● <i>An associate/facilitator to be in the room and assist with materials, safety of student, and other duties as assigned or requested by the SLP</i> ● <i>Materials</i> <p><i>Description of what services are provided using teletherapy by the SLP; what are the different considerations and how to provide</i></p>	<p>1/2016</p>	<p><i>Wendy and Barb</i></p> <p><i>-Develop outline of the different telepractice orientation components with available material, resources and video clip links</i></p> <p><i>-Revise orientation Power Point (these are the must know components needed to set-up telepractice sessions)</i></p> <p><i>-Develop just an instruction handout of steps to follow; Power Point may not work for this</i></p> <p><i>Telepractice Work Team Google site link-Not ready to distribute</i></p>

- *Interactions between a student and SLP are very similar to face-to-face therapy, with the exception being they see each other over the computer*
- *Telepractice services must conform to the same professional standards as face to face therapy, such as following a code of ethics, scope of practice, professional policy documents and relevant federal, state, and AEA policies and requirements*
- *Assist teachers and parents during referral process*
- *Screen students and provide intervention plans*
- *Provide assessment and diagnostic services*
- *Complete child-find,*
- *EER, and IEP paperwork as needed*
- *Participate in IEP meetings (via video-conferencing) for speech only and when students have other services besides speech*
- *Provide regular speech and language therapy services*
- *Complete progress monitoring and reports as determined by the IEP team*
- *Consult with teachers, other AEA staff, and administrators as needed regarding students*

<p>Develop “set-up” technology needs for telepractice</p> <p>Technology for SLP</p> <ul style="list-style-type: none"> ● Technology training, set-up, trouble-shooting ● Computer (usually a laptop) for the SLP and the school ● A printer ● External speakers or microphone may be needed ● Access to video-conferencing, such as Zoom, Google Hangout, Skype (subject to change as new programs are developed) ● LEA technology contact for tech problems encountered <p>Technology for student</p> <ul style="list-style-type: none"> ● Student skills needed such as able to use computers safely (e.g., are not expected to damage the equipment) 	<p>1/2016</p>	<p><i>Kristi Tomson and Susie Sigwarth</i></p>
<p>Technology-AEA needs:</p> <ul style="list-style-type: none"> ● Support for video-conferencing, such as Zoom, Google Hangout, Skype (subject to change as new programs are developed) ● AEA Media Support for set-up and daily operation of the system; trouble-shooting ● Technology coordination with AEA and LEA tech departments 		

<p>Technology-LEA needs:</p> <ul style="list-style-type: none"> ● High-speed internet connection ● Quiet room and space with a table for the computer and printer ● Technology coordination with AEA and LEA tech departments ● Technology contact for set-up and operation of computer equipment 		
<p><i>Trainings needed:</i></p> <ul style="list-style-type: none"> ● <i>SLP Associate/facilitator training and description of duties</i> ● <i>Teacher(s) in-service of expectations and steps the SLP will use to provide telepractice via Skype, Hangouts, Zoom, etc. for students</i> <p><i>Short Training Clips of Telepractice Helpful Hints and Considerations</i></p> <ul style="list-style-type: none"> ● <i>Log example</i> ● <i>Material examples</i> ● <i>Snag it</i> ● <i>Links for speech sound intervention demonstration clips</i> ● <i>Caseload selection</i> ● <i>Use of materials - electronic and non-electronic</i> ● <i>Differences from onsite speech and language therapy</i> 		

<p><i>Provide access to other SLP skill building trainings available from AEA Iowa Learning Online (Moodle or recorded webinars) including:</i></p> <ul style="list-style-type: none"> ● <i>IEP Training (progress monitoring)</i> ● <i>Iowa Oral Narratives</i> ● <i>Iowa Core Intro-How to link standards to district curriculum, instruction and materials</i> ● <i>Functional Assessment</i> ● <i>Child Abuse/Mandatory Reporting</i> 	<p>State/AEA</p> <p>Sp-2016 Fall-2015</p> <p>Sp-2016 AEA</p>	<p>Need to reference how to access</p> <p>SLP Intervention Work Team SLP Intervention Work Team</p> <p>SLP Functional Assessment Work Team Need to reference how to access</p>
<p><i>Develop plan for launching resource site</i></p> <ul style="list-style-type: none"> ● <i>Inform SLP Leadership/AEA SLP staff</i> ● <i>Inform Directors of SE</i> ● <i>Inform Mid-management</i> 	<p>1/2016</p> <p>3/24/16</p>	<p>Telepractice Work Team</p> <p>Present AEA Statewide Plan; seek AEA Chief Administration support</p>
<p><i>AEA Administration support for the SLP needs:</i></p> <ul style="list-style-type: none"> ● <i>AEA Regional Supervisor/Coordinator set-up system with building principal</i> ● <i>LEA building support for SLP providing telepractice services and working with parents, administrators, and teachers</i> 		

<p>Phase II-Develop an AEA consortium of employed telepractice SLP staff</p>		
<p><i>Develop a Pool [Consortium] Model</i></p> <ul style="list-style-type: none"> ● <i>Seek AEA Director of Special Education support for statewide capacity needs and details</i> ● <i>Recruit host AEA; procedures for job posting, interviewing, contracting for positions; determine salaries, payroll, billing/collecting funds for SLPs, Medicaid billing, insurance, FICA, etc.</i> ● <i>Hire/supervise coordinator to manage consortium of full-time and part-time staff to provide support services on an as needed basis (ex: to fill medical leaves, etc.)</i> 	<p>Fall-2016 10/2015</p> <p>9/2015</p> <p>2/2016</p>	<p>LauraBelle</p> <p>Kerry</p> <p>-Confirmed AEA 13 Director of SE approval -Seek help of David Van Horn for media, technology, etc</p> <p>LauraBelle</p> <p>-Recruit an AEA Director(s) of SE: Mark Draper (AEA 13) and Angelisa Braaksma Fynaardt (AEA 15) -Drafted proposal for Directors of SE to present to the AEA Chief Administrators at March meeting; two Directors will help present the proposal: Mark Draper (Green Hills AEA) and Angelisa (Great Prairie) 3/16/16</p>
<p><i>Develop description of SLP qualifications:</i></p> <p><i>A teletherapist needs the same qualifications as an onsite SLP</i></p> <ul style="list-style-type: none"> ○ <i>Actively licensed or certified to practice without restriction in the state from which the speech language pathologist</i> 		

<p><i>provides telepractice services</i></p> <ul style="list-style-type: none">○ <i>Telepractitioners located out-of-state may provide services to students in Iowa, providing they hold a license in the state of Iowa</i>○ <i>Experience working as an onsite-SLP in schools is required</i>		
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APPENDIX 4 - SLP FUNCTIONAL ASSESSMENT WORK TEAM PLAN

TEAM MEMBERS

Anne Magnuson, AEA 267 - Chair

Jennifer Hawley, AEA 9

Tracy Petersen, AEA 9

Linda McAtee, AEA 11

Karen Miller, AEA 12

LauraBelle Sherman-Proehl, DE

Purpose:

To develop standardized and consistent universal practices for SLPs in functional evaluation and assessment practices, including monitoring of progress.

Outcome:

Develop a framework for training modules specific to evaluation and assessment for statewide Speech-Language Services

- *Provide easily accessible training to all AEAs in variety of formats (on-line training, face to face training, etc)*
- *Support consistency of statewide implementation for education based services in the schools for recent graduates, those with a Statement of Professional Recognition (Department of Public Health license), and experienced [seasoned] staff*
- *Increase understanding of IDEA eligibility determination, Iowa Core and need to link language development and use to child/student education and learning success*
- *Provide readily available materials, forms, and examples*
- *Share with and supported by AEA administration for integrity of implementation to maintain system of services*

Beliefs of Functional Assessment

- Critical to build knowledge and expertise with other professionals and family to support and expand child’s learning and communication skills needed for successful achievement;
- Important to continue ongoing assessment and monitoring of progress in general education curriculum;
- Essential to work as a collaborator and consultant at a survey level to support ALL kids in Iowa Core and universal instruction;
- SLPs use knowledge/expertise in all areas of communication across MTSS; and
- SLPs are change agents in collaboration with teachers and families; SLPs are the facilitators of change.

Plan/Steps	Dates: Start/End	Progress Notes
Review prior developed Iowa evaluation and assessment resources and procedures <ul style="list-style-type: none">· AEA Procedures Manual· ASHA Guidelines· AEA SLP developed trainings· State developed trainings	2015-ongoing	Ongoing review as each training module is developed.
Framework of Training <ul style="list-style-type: none">· Purpose of training· Outcomes of training module· Develop Power Point to include:<ul style="list-style-type: none">-Resource Links-Examples/Case Studies-Materials-Forms; electronic and hard copy-Activities for adult learning· Base training on evidence-based research; include review of supporting articles and studies Develop training for 3 modules: 1-Overview of Functional Assessment 2-Survey Level Assessment (screening)	2015-ongoing 1-completed January 2016 2- Started January 2016	

<p>3-Specific level Assessment (decision making)</p>		
<p>Module I: Background Information of Assessment Outline of Content - Review of RIOT, ICEL, the why, what, how, who and when -Iowa Core -MTSS -Link to student achievement, instruction and learning strategies</p>	<p>Completed January 2016</p>	<p>Completed ppt presentation, handout, and Read Me First document along with supporting resources and documents within google folder</p>
<p>Module II: Survey Level Assessment (screening) Outline of Content -Review MTSS, Early Learning Standards, and Iowa Core Standards and make tie to functional assessment -Further define RIOT/ICEL, forms (examples) -Results of survey level: occasional and incidental, pass, targeted intervention, disability suspected -Link to student achievement, instruction and learning strategies: Gen Ed teaching recommendations for classroom routines, strategies, accommodations -Introduce intensification of instruction -Content will be developed for speech sound disorders, language, voice, fluency RIOTthinkabout(revised)-differentiates between survey and specific level</p>	<p>Start date 1/2016</p>	<p>4/18/16-Reviewed outline of Survey Level Assessment and discussed content. Discussed plans for putting training on AEA PD online. 4/19/16-Developed Request for Consultation form</p>
<p>Module III: Specific Level; Decision- Making Outline of Content -Child Find, starting with Disability Suspect</p>	<p>Start date 9/2016</p>	

<ul style="list-style-type: none">-Systematic, standardized procedures to gather data for specific communication concerns-Develop intervention based on data collected to match student need.-Gather convergence of data to determine eligibility (progress, discrepancy and need) and documenting on EER-Teaching recommendations (ICEL across MTSS)-Documentation on IEP (what goes where and why)		
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APPENDIX 5 - SLP INTERVENTIONS WORK TEAM PLAN

TEAM MEMBERS

Diane John, AEA 15 - Chair	Janelle Swanson, AEA 8
Tracy Deutmeyer, AEA 1	Linda McAtee, AEA 11
Trishia Kiel, AEA 1	Dee Gerot, AEA 15
	LauraBelle Sherman-Proehl, DE

Purpose: *To align Iowa Core and Iowa Early Learning Standards with evidence-based interventions to build and improve listening comprehension and oral language skills children/students learning supported by AEA speech-language services.*

Outcomes:

Develop and implement training modules

- *Linking Speech-Language Services to Iowa Core and Early Learning Standards*
- *Dialogic Reading (CROWD and PEER)*
- *Oral Narratives*
- *Vocabulary (Tier I, II and III Words)*
- *Expository Text*

Plan/Steps	Dates: Start/End	Progress Notes
Review resources and procedures · AEA Procedures Manual · ASHA Guidelines	Ongoing	

<ul style="list-style-type: none"> · AEA SLP developed trainings · State developed trainings 		
<p>Framework of Training</p> <ul style="list-style-type: none"> · Getting Started: This folder contains information on how to get started · Training: This folder includes the Powerpoint and the training activities <ul style="list-style-type: none"> -Purpose of training -Learning Goals -Develop Power Point to include: <ul style="list-style-type: none"> -Links to resources -Examples of students/teacher of both video and written formats -Materials -Forms; electronic and hard copy -Activities for adult learning -Base training on evidence-based research; include review of supporting articles and studies · Resources: This folder includes supporting documents, research, and a reference list · Intervention/Teaching Recommendations: · Progress Monitoring This folder contains optional progress monitoring tools. 	<p>9/2014 Completed 9/2015</p>	

<p>Develop 5 Modules:</p> <p>1-Linking S-L Services: Supporting the Iowa Core and Early Learning Standards</p> <p>2-Dialogic Reading</p> <p>3-Vocabulary</p> <p>4-Oral Narrative</p> <p>5-Expository Text</p>		
<p>Module 1: Linking S-L Services: Supporting the Iowa Core and Early Learning Standards</p> <p>Outline of Content</p> <ul style="list-style-type: none"> - Preview Iowa Core; provide resource and get to know it activity -Standards defined -Investigation activity -Preview Early Learning Standards; provide resource and get to know it activity 	<p>Completed 7/2015</p>	<ul style="list-style-type: none"> -Develop follow-up plan for completion and use of training; -Post on AEA Online Learning -Training to SLLG Leadership Group -SL Leadership members present to their individual AEAs <p>Located in the Google Folder SLP-Linking SL services to the Core and the Early Learning Standards</p>
<p>Module 2: Dialogic Reading</p> <p>Outline of Content</p> <ul style="list-style-type: none"> · Language and literacy, the SLP as a vital link · Painting the picture, review of role of language development · Early Learning Standards link to Communication and Language Literacy · Emergent literacy · Oral language skills · Dialogic reading, defined · Supporting research · Components · PEER and CROWD prompts · Practice Activity · Video Example · Implementation activity · References 	<p>Completed 7/2014</p>	<ul style="list-style-type: none"> -Develop follow-up plan for completion and use of training; -Post on AEA Online Learning Training to SL Leadership Group SL Leadership present membership to their individual AEAs Develop an implementation plan Located in the Google Folder Dialogic Reading

Module 3: Vocabulary Outline of Content	Begin Module Planning 7/2016	
Module 4: Oral Narratives Outline of Content	Begin Module Planning 4/2016 Revised outline of Oral Narrative module, 3/2016 Continuation with the powerpoint in the module 3/2016	Working on Power Point Gathering materials -Assessments- -Progress Monitoring-TWS, Story Retelling Guide -Interventions Scripts Started on error patterns on power point. Will move to the Strategies of Before, During and After. Working on the power point-Completed error patterns. Set to work June 9th and 10th in Des Moines
Module 5: Expository Text Outline of Content	Begin Module Planning 9/2017	

APPENDIX 6 - SLP AEA STATEWIDE REPORT Work Team Plan

TEAM MEMBERS

Deb Hollensbe, AEA 10 - Chair	Jennifer Adams Potter, AEA 13
Jennifer Davis, AEA 267	LauraBelle Sherman- Proehl, DE

PURPOSE: To develop method(s) to collect data and study impact and/or results of speech-language services.

OUTCOMES:

- To collect, analyze and study AEA statewide data trends of Speech-Language Services for system improvement

Plan/Steps	Dates: Start/End	Progress Notes
Review resources <ul style="list-style-type: none"> ● ASHA Guidelines ● AEA SLP reports 		
Review AEA SLP Statewide Report	Sep/2015	Discussion Concern how average caseload data used with associate data included in figures (SLP =1.0 FTE and SLPA = .5; Why .5 for SLP-A?) Possible result areas to show increase of child/student proficiency in 3 rd grade reading/math <ul style="list-style-type: none"> ● Longitudinal data needs ● Effectiveness of therapy ● Growth on goals; measure one year of growth ● Progress of child ● Select standard from Iowa Core and count number of goals tied to the standard (Grantwood AEA/Deb following kids

		<p>dismissed from SL Services and returned to General Education; those kids with speech only that have instructional goals added later; review exit criteria)</p> <ul style="list-style-type: none"> ● Goals collaborate on/teacher directed-track from IEP? ● Can an SDO sort be done? –More time being spent in skill building versus integrated services? <p>Need to study type of disorder or therapy provided?</p> <ul style="list-style-type: none"> ● Articulation (one sound versus phonological disorder) ● Language therapy
	Jan 2016	<ul style="list-style-type: none"> ● Review draft of state speech report ● Additions? ● How to collect para information
	April 2016	<ul style="list-style-type: none"> ● Question/Answers to complete revisions on report ● Vote on including a re-evaluation question for this year. ● Report will be sent to AEA speech leads this week. Data is due May 20.

APPENDIX 7 - SLP STANDARDS OF PRACTICE WORK TEAM PLAN

TEAM MEMBERS

Carrie Berg, Des Moines - Chair	Jennifer Davis, AEA 267
Mia Vannoy, AEA 11	Linda McAtee, AEA 11
Kerry Biondi-Morlan, Des Moines	LauraBelle Sherman-Proehl, DE

Purpose: To develop statewide SLP standards of practice guidance for consistency, efficiency, and provision of effective quality speech-language services.

Outcomes:

- Use of organized system of electronic documents posted for ease of access and relevant to needs
- Provide resources to build expert capacity at each AEA
- Annually reviewed and updated for ongoing needs of services

Plan/Steps	Dates: Start/End	Progress Notes
Review resources available for developing SLP Standards of Practice 1. ASHA Roles & Responsibilities for SLPs	Sep/2015 Zoom Mtgs Nov 3rd 4:00-5:00	

<p>2. Iowa Speech-Language Pathologist Educationally Relevant Guidelines Manual (2004) 3. AEA developed resources</p>	<p>Fall 2015</p>	
<p>Develop list of key components to include in IA Standards of Practice</p>	<p>Winter, 2016 Completed 1/2016</p>	<ul style="list-style-type: none"> ● Purpose of Guidance Document ● Discipline Definition ● Licensure Requirements ● ASHA Guidance <ul style="list-style-type: none"> ○ Critical Roles of SLP ○ Responsibilities of SLP ○ Collaboration ○ Leadership ● Workload ● Assessment ● Data Collection/State Report ● SLP-A Guidance Document
<p>Develop sections needed for Standards of Practice Manual</p> <p>1) Workload -Read State Resources Folder -Review workload documents from DMPS, Heartland, and Green Hills -Note key components to be considered in a common state workload form -Draft format for workload form; directions for completion -Pilot statewide workload document</p>	<p>Spring, 2016</p>	<ul style="list-style-type: none"> ● Links within the document to access other team resources <ul style="list-style-type: none"> ○ Intervention ○ Assessment ○ Complex Speech Sounds ○ Telepractice ○ Data Collection/Statewide State Report <p>Workload: What should be considered when looking at workload; input for considerations across all AEAs</p> <ul style="list-style-type: none"> ● Look beyond IMS numbers -- look at workload activity clusters <ul style="list-style-type: none"> ○ Direct service to students ○ Indirect activities to students in LRE and gen. Ed. curriculum ○ Indirect services that support students' gen. Ed. programs <p>Google Doc will be created to compile Workload Considerations / Factors to be considered</p>

2) Assessment -Functional Assessment -Training Modules		
3) Data Collection/State Report -AEA statewide data for evaluation, IEPs, etc. -Results of services		
4) Guidance Documents -SLP-A -FAST administration and accommodations for students with communication disorders; challenge of fluency of reading with stuttering disorder -Research Position Articles --Oral Reading Fluency Collect electronic documents for Standards of Practice; update documents for current practices	Summer of 2016	
Develop platform for access to Standards of Practice Guidance Manual (Moodle, Google, etc.?) -Select format for organization (hard copy? All electronic?) -Where/how/who will post?		
Resources Available: Iowa Speech-Language Pathologist Educationally Relevant Guidelines Manual (2004) Heartland AEA 11 Resources DMPS Resources		

Green Hills Resources

ASHA Caseload/Workload Portal

ASHA Seals State Caseload Data

ASHA Articles – Standards of Practice

- *Roles and Responsibilities of Speech-Language Pathologists in Schools*
- *Roles and Responsibilities Reflection Tool Summary Overview with Resources*
- *Schools Survey Report: SLP Caseload Characteristics Trends 1995-2014*

ASHA Articles – Workload

- *A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the School: Position Statement*
- *What Makes a Caseload (Un) Manageable? School-Based Speech-Language Pathologists Speak*
- *Ohio's Caseload Ratio Project: The Results, The Implications, and Where Do We Go From Here?*
- *A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools: Technical Report*
- *Out of the Broom Closet: Innovative Service Delivery in the Schools*
- *APTA-ASHA-AOTA Joint Doc Workload*

APPENDIX 8 - SLP COMPLEX SPEECH SOUNDS WORK TEAM PLAN

TEAM MEMBERS

Kim Metzgar, AEA 12 - Chair	LauraBelle Sherman-Proehl, DE
Tami Daane, AEA 12	Mary Lynn Nettleton, AEA 12
Kellie Martin, AEA 9	Deb Hollensbe, AEA 10 Jen Adams -Potter, Green Hills AEA

Purpose: *To provide evidence-based intervention strategies for speech-language pathologists to enhance development of complex speech sound skills for learners.*

Outcomes:

1. *Build foundation of understanding of complex communication disorders and characteristics for apraxia, dysarthria, phonological, and other multiple sound disorders. Skills to differentiate students with complex communication speech disorders to plan assessment and intervention needs*
2. *Diagnostic skills needed*
3. *Intervention strategies*

Plan/Steps	Dates: Start/End	Progress Notes
Review resources and research to support evidence-based practices <ul style="list-style-type: none"> ● AEA Procedures Manual ● ASHA Guidelines ● AEA SLP developed trainings ● State developed trainings ● National presenters 	1/27/16	Divide Complex Speech Disorders into the following categories: <ol style="list-style-type: none"> 1. Phonological Processing Disorders 2. Apraxia 3. Dysarthria 4. Lateral Sounds 5. R sound 6. 5 minute speech

		In each category will include the following information: definition, etiology, current evidence based practices, examples, apps, assessments online resources, good workshops
<ol style="list-style-type: none"> 1. Develop definitions, descriptions, and characteristics of complex speech sound disorders 2. Develop list of resources to reference-Jennifer Taps(ASHA training - could be statewide) 3. Develop Google Classroom for trainings 	4/19/16	<ul style="list-style-type: none"> ● Develop Venn diagram of overlapping characteristics ● Develop a module; on line learning ● Develop solid definitions of complex speech sound disorders (overview) ● Assessment what are you collecting to make decisions ● Access ASHA training from Jennifer Taps; plan statewide training via Zoom monthly sessions ● Have follow-up PLCs in AEAs or even statewide Zoom meetings ● Started google classroom with tentative “classes”
Develop framework for use of resources		