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COLLEGE OF EDUCATION

DEPARTMENT OF
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EDSP 269

FIELD EXPERIENCE IN THE PUBLIC
SCHOOLS HANDBOOK

NOTE: This word document is password protected, which prevents any changes to be made to the content of the handbook; however, the forms located in the appendix are writeable.

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INTRODUCTION

The faculty in the Department of Communicative Disorders & Sciences (CDS) considers the Field Experience in the Public Schools (EDSP 269) a most important one for graduate students. For many of the students, this will be their first opportunity to work full time with a skilled professional in a school setting. Graduate students have received extensive training in communication disorders and sciences, and they welcome the opportunity to utilize and further develop their knowledge and skills under the guidance of their site supervisor.

This handbook contains information and suggestions, which are intended to be useful for both students and site supervisors in planning an effective experience in public schools. Flexibility within each individual school setting is expected, and site supervisors and students are encouraged to work out a program which will best meet the needs of a particular setting within the framework of the overall CDS Field Experience in Public Schools guidelines. The key to this experience is the opportunity for students to use and develop the skills they will need to be successful as a speech-language pathologist when they enter the profession after receiving their master's degree.

CONCEPTUAL FRAMEWORK

Communicative Disorders & Sciences is one of seven departments within the Lurie College of Education at SJSU. Because we are all responsible for preparing educators, we support the core framework defined by its members.

The conceptual framework identified by the Lurie College of Education community is to prepare committed, caring, and competent educators:

- With foundation knowledge, including knowledge of how individuals learn and develop;
- With content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline;
- Who successfully collaborate and who demonstrate leadership;
- Who are able to address issues of diversity with equity;
- Who are able to use technology to support their practice; and
- Who use assessment to inform their efforts

As committed, caring competent educators we:

- Are concerned about all aspects of an individual's well being, assets and need;
- Are dedicated to continuous learning, professional discourse and an enthusiasm for the discipline each of us teaches;
- Support others in our efforts to be resourceful, creative and ready to think on your feet;
- Respect the diverse talents of all learners and recognize developmental differences;
- Share responsibility for establishing and sustaining a positive climate
- Expect students to learn
- Delight in exploration, inquiry, reflection, and self-evaluation.

These are just some of the values and beliefs that guide our practice.

STUDENT ORIENTATION

To help the graduate student in speech-language pathology acclimate to the school setting, it would be important for the site supervisor to introduce the student to other staff members, including the school principal and the school secretary. In the first week of the experience, the following activities may be helpful to the student: a tour of the school building(s); providing copies of school handbooks or policies and procedures to read; making available academic content standards, curriculum maps and textbooks; providing copies of school newsletters to read; discussing materials and equipment that are available to the student to use; discussing space that is available to the student for storage of his/her materials and personal things; and a general orientation to the speech-language pathology program as it is set-up in a particular school. In addition, the graduate student may also benefit from information concerning extracurricular events at the school(s) such as music programs or sports events so that they can be informed about the school as a whole.

Students should provide a copy of their Certificate of Clearance to the human resource department of your school district. They may need a picture identification badge and an approved password to access the computers. Site supervisors may need to guide them in these activities.

The graduate students are responsible for informing their site supervisor about their background including areas of strengths and needs in the development of their speech-language pathology skills and their expectations for this external school practicum. Students should complete the form [Initial Meeting with Site Supervisors](#) as a guideline. This form can be used to guide discussion in the initial meeting regarding background experience and expectations. Students may provide the site supervisor with a current resume (see [Appendix B](#) for samples). Students also have the responsibility to maintain the speech-language pathology program in the manner that the site supervisor directs, remembering that the site supervisor has spent a lot of time setting up and establishing the program and relationships with the faculty at that school.

Appropriate and professional dress is expected of the students, using other school staff members' style of dress as a guideline.

For supervisors, in the first week of the practicum, please meet with the student to complete the [Practicum Commitment Form](#) and to review the [Initial Meeting with Site Supervisors Form](#) that the student should have completed prior to meeting. Questions that arise in this meeting can be directed to the SJSU supervisor.

SCHOOL "START UP"

Students may be required to do school "start up" in a school district. **Please contact the site supervisor to determine the best date and time to begin.** The SJSU Academic Calendar is often different than school district calendars. Students are able to observe with the supervisor in the room and providing speech-language services, prior to the first official start date of the SJSU calendar. Direct contact hours cannot be accrued before the first day of classes at SJSU.

This school start up experience is intended to help the graduate SLP student gain experience by observing their site supervisor setting up a speech-language pathology program for the school year. Observations may include activities such as: screenings, evaluations, consultations with classroom teacher, parents or students, setting up a caseload schedule, checking and programming devices, gathering reports and schedules, developing data systems, material and test inventory, meeting with students, etc. The graduate student and the site supervisor should work together in planning this experience, but sufficient time should be allowed to give the graduate student a good understanding of this important time of the school year.

WORKLOAD CONSIDERATIONS

Taking over the site supervisor's caseload should be a gradual process with increasing responsibility as the semester proceeds. At first, students are expected to observe their site supervisor conducting therapy sessions and performing assessments to become familiar with the students, therapy environment, methods, materials, etc. Naturally, involving the students in this process in some manner is helpful, and students should be able to be directly involved in some way by the end of the first week. *We ask that supervisors provide a minimum of three days of observation before asking the student to provide therapy.* Assessment and therapy provide the opportunity for students to develop their skills as do parent or staff meetings about students who are being evaluated or who are already on the site supervisor's caseload. Most students need evaluation hours as part of their school based experience and should discuss the needs in this area with their site supervisor. Student involvement in the RTI, triennial assessments, and IEP process also provides valuable experience. The site supervisor and the student should discuss the timing of taking over the workload responsibilities at the beginning of the semester and should work toward having the student taking over full responsibility for the caseload before the end of the semester, typically within the first four weeks.

Students should be encouraged to develop their own style and techniques within the guidelines of the site supervisor, ensuring that a rationale is provided for their ideas. Written lesson plans are expected for each session, including the objectives being addressed and the materials being utilized. Students should also be responsible for taking data and integrating results onto future therapy sessions as appropriate. Students and site supervisors should work closely together to review the therapy plans and outcomes, and the expectations from the site supervisor should be clearly stated to the student. Weekly conferences to discuss ongoing work may be helpful in promoting positive communication where both the student and the site supervisor feel comfortable expressing questions and concerns as needed. Written feedback at the end of a session or the end of a day is very effective and appropriate for the student. The conferences and feedback are formative evaluations that will help students acquire the competencies needed. Student self-reflection on treatment and diagnostics is encouraged.

A [Guide to Skill Development for Student SLP Clinicians](#) is included in Appendix C. This table provides general guidelines for the introduction of skills needed to work in public schools. We have previously observed that some of these skills are not introduced early enough to provide students with sufficient opportunities to practice obtaining proficiency

in critical skills needed to become a school-based SLP. Please note that these are guidelines and we encourage supervisors to introduce the skills/tasks as students progress in developing competencies.

Also in Appendix C, additional information regarding the daily schedule and IEP meetings are provided ([Managing the Daily Routine](#) and [Managing IEP Meetings](#)). Please note that these are guidelines and students should consult with the site supervisor to make sure the points are relevant to the site.

SUPERVISION REQUIREMENTS

ASHA Standard V-E

*Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, **must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum.** Supervision must be sufficient to ensure the welfare of the client/patient.*

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student's level of knowledge, skills, and experience warrants.

ASHA requires that the amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. The percentage of supervision may need to increase if a student requires more support, especially at the beginning of the practicum. **Direct supervision of the student's assessment/therapy session must take place periodically (e.g., weekly) throughout the practicum. Direct supervision requires the supervisor to observe the student without distraction (e.g., working on reports, making phone calls, etc.).** A site supervisor must be on site 100% of the time. When a supervisor is not able to be on site, the supervisor must be available by phone consultation at all times when a student is providing clinical services (see "[ABSENCES](#)" section for additional information on this subject). In conjunction with the university supervisor, the site supervisor must make safe, informed, and appropriate decisions before agreeing to phone consult only. The supervisor can designate another certified and licensed SLP who is on site to provide as-needed supervision when the supervisor is not available on site.

MATERIALS

Graduate students coming into the school setting may or may not have many materials of their own which they can use for therapy sessions. It is always helpful to students if their site supervisor shares materials or resources for materials with the student. Most students appreciate any ideas, which site supervisors may have for materials development. Students are encouraged to ask specific questions about choosing materials and using commercially or personally developed materials, which site supervisors have found to be effective in

their therapy sessions. It is important for them to have access to classroom textbooks, assignments and classroom curriculum.

ABSENCES

Students are responsible for informing their site supervisor and SJSU supervisor if they are going to be absent that day. They are also responsible for keeping a record of their absences and turning the documented absence form (e.g., doctor's note) in to the SJSU supervisor. Regular attendance is expected, and the student or the site supervisor should immediately report any unusual length of absence to the SJSU supervisor. Extended and repeated absences need to be made up. Attendance at conferences or in-services are not considered absences and are encouraged if the site supervisor and the student think the topics being addressed would be beneficial to the student's experience.

If the site supervisor is absent, the student should still attend that day with arrangements being established ahead of time as to what the student should do that day. Site supervisors may wish to discuss the options for student work during any possible absences with their school principal. Possible ideas might be: having the student take over the caseload in the site supervisor's absence with the okay of the principal and the ability to reach the site supervisor by phone; having the student observe another SLP in the district for the day; having the student observe one or several teachers in the classroom(s) where students who have speech-language IEPs are placed; having the student develop materials for future therapy sessions, etc. A contingency plan for possible site supervisor absences should be discussed at the beginning of the semester during the general orientation time.

SCHOOL PRACTICUM SEMINAR

Students enrolled in the Field Experience in the Public Schools will meet at 3:00 p.m. on some of the Thursdays during the semester (approximately 5). Please refer to the syllabus for topics and dates of the seminar. Students may need to leave their school setting a little earlier on these days, and it is the student's responsibility to remind their site supervisor about these seminar meeting times. The student teaching seminar is designed to allow time for students to exchange ideas with other SLP student teachers, as well as to provide an opportunity for discussion of subjects pertinent to speech-language pathology practices in the school setting. Students are notified of the specific dates and times of these classes at the beginning of each semester. Participation in **all** seminars is mandatory.

DURATION OF PRACTICUM

Students are expected to start the practicum in the public schools at an agreed upon date with the site supervisor and continue until the end of the semester (last day of classes). There may be situations when the practicum may be extended beyond the end of the semester. Reasons for extension may include:

- The student has not completed sufficient hours to meet the course requirements
- The student has not obtained the necessary clock hours to meet ASHA, State, or CTC requirements

The calendar for SJSU and school districts will differ. Students must observe the school district calendar for student teaching and the SJSU calendar for academic courses. As such:

- Students enrolled in EDSP 269 must attend seminars at SJSU regardless of whether the school district has the day off
- Students should not schedule vacations during the semester of student teaching unless both the school district and SJSU have a scheduled holiday at the same time

The length of the student's workday will coincide with that of the site supervisor's. As such, the student is expected to attend after-school meetings, open houses, and other events that the site supervisor is expected to attend. If, however, the student is enrolled in a university course during the semester that interferes with the regular workday, arrangements should be made for the student to leave with enough time to arrive for the course.

PREPARATION FOR STUDENT TEACHING

The following is required prior to beginning the student teaching experience:

- Obtain a Certificate of Clearance. The forms should be submitted at least 5 weeks before the first day of instruction for the semester in which the student will be enrolled in EDSP 269. For instructions on how to obtain this certificate, please see: <http://www.ctc.ca.gov/credentials/leaflets/cl900.pdf>
- Current Tuberculosis clearance
- Current Hepatitis B immunization
- Updated tally of your clinical clock hours
- Complete the following form:
 - [Initial Meeting with Site Supervisor](#)

PORTFOLIOS

At the end of the semester, students are required to produce a portfolio that includes the following:

- a. Resume/Vita
- b. Two letters of recommendation. Please include at least one letter of recommendation from a faculty member in CD&S who can speak to your academic skills and one from a clinical supervisor.
- c. Two sample lesson plan – Please remove names of clients.
- d. Sample IEP – **Please remove names of clients and all identifying information such as parents' names, addresses, etc.**
- e. Two sample speech and language reports – **Please remove names of clients and all identifying information such as parents' names, addresses, etc. Reports must have been generated during your student teaching experience.**
- f. Three sample activities and/or materials. Provide a summary of how the activities were used and for what purpose(s). When possible, include a rationale with evidence to support your use of the materials/activities.

Sample portfolios are available from the SJSU supervisor for students to review.

CLINICAL CLOCK HOURS

ASHA specifies that students should engage in practicum experiences that encompass the breadth of the current scope of practice with both adults and children (with no specific clock-hour requirements for given disorders or settings) resulting in a minimum of 400 clock hours of supervised practicum. A minimum of 375 hours must be obtained in direct client/pupil assessment or treatment and 25 hours in clinical observation. Only direct client and family contact may be counted as clinical practicum hours.

The CDS Department's requirements for the Field Experience in the Public Schools are as follows:

- **200 hours of direct contact time.** Time spent with the client and/or caregiver engaging in information giving, counseling, or training for home program may be counted as direct contact time if the activities are directly related to evaluation and treatment.
- **100 hours of management time.** Management time consists of lesson planning, scoring of assessments, transcribing language samples, report writing, observing other professionals, meeting the your site supervisor and *all other activities that do not involve direct contact time with a pupil or their family member*. Hours not spent directly treating or assessing clients should be documented in staffing and misc section in the [Record of Supervised Clinical Experience](#) form.

Students will need to track clinical hours on a daily basis and are encouraged to record their hours on a daily basis using the [Clinical Hours Tracking Form](#). Site supervisors need to review the form with the student on a weekly basis and initial the log once s/he is in agreement with the documented hours. At the end of the school practicum, students will be required to complete a [Record of Supervised Clinical Experience](#) and submit this form to the SJSU supervisor to be placed in the student's file.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The SJSU supervisor will make a minimum of one site visit to each student and their site supervisor. Students will be asked to consult with their site supervisor at the beginning of the semester to choose some convenient times for the university supervisor to visit. Students will need to complete a [Work Schedule and Information Sheet](#) and submit this form to the SJSU supervisor within two weeks of beginning the practicum. The SJSU supervisor will set a schedule after receiving the form and input from the student and site supervisor; the chosen dates will be confirmed with the student who will have the responsibility of informing their site supervisor. Changes may be made to the schedule if necessary, and additional site visits can be scheduled if necessary. Visits from the SJSU supervisor will generally be scheduled in advance, but the supervisor has the right to appear unannounced. The student must provide a written lesson plan for the session(s) to be observed upon arrival of the university supervisor.

Generally, the SJSU supervisor will observe the student working in the school setting as scheduled, either doing therapy, performing diagnostic evaluation, meeting with staff or

parents, etc. At the end of the observation period, some time for discussion of the observation and collaboration with the student and the site supervisor would be helpful. The SJSU supervisor is interested in collaborating on a variety of subjects during these conferences, including questions the student or site supervisor may have, review of forms for evaluations during the semester, sharing comments on specific cases, materials, methods, upcoming in-service opportunities, strengths and challenges, feedback from observation, etc.

EVALUATIONS

Student evaluation is an integral part of the teaching and learning process. The primary purpose of student evaluation is to support student learning. For clinical supervisors, evaluations are intended to answer the question "have students achieved competency?" Supervisors use evaluations to determine areas for further instruction and to reflect on their practice to improve student learning.

For the student, evaluations are beneficial because it provides timely constructive feedback about their understanding. Students use this feedback to adjust their learning and to identify areas for further growth.

There are two types of evaluation: formative and summative. In a formative evaluation (assessment **for** learning), supervisors use information about student achievement to monitor progress and plan further instruction. In a summative evaluation (assessment **of** learning), supervisors make judgments about student achievement at the completion of the practicum. Written and verbal feedback after a session or at the end of the day are examples of formative evaluations that will guide students towards competency in assessment and treatment of pupils with speech/language/hearing/swallowing disorders in the school setting.

Site supervisors will provide summative evaluations midway through and at the end of the practicum based on the [Clinician Competencies Form](#). *Students are expected to be performing at or above a "Proficient" level by the end of the public school experience.*

Students will complete a self-evaluation of the clinical skills using the [Semester Self-Rating](#) form. This form may be used prior to the mid-term and final evaluation as a means to compare the student's perceptions of clinical skills to the supervisor's evaluation.

Students will also complete the [Student Evaluation of Site/Supervisor Form](#). Additionally, in conjunction with the site supervisor, students will also complete the [Evaluation of SJSU School Practicum Supervisor Form](#). Issues that arise during the practicum should be discussed with the site and SJSU supervisor prior to the end of the semester. No student will be permitted to drop practicum without the consent of the SJSU supervisor and advisor.

GRADING

The SJSU supervisor in consultation with the site supervisor will determine the student's grade. If the student's grade at mid-semester is judged to be below proficient, the SJSU

supervisor should be notified so that a meeting to review the student's performance can be arranged immediately. See Remediation/Action Plan below.

A notation of "Incomplete" may be given in lieu of a passing grade to a student who has completed the practicum until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to complete some limited amount of work during the practicum. An incomplete is not given unless a student can prove to the supervisors that they were prevented from completing the course requirements for a just cause, as indicated above. Please consult the University Catalog for more information on Incomplete grades.

REMEDIATION/ACTION PLANS

Students enrolled in on-campus practicum during their first or second year will need to achieve competency levels of *emerging* in each disorder area experienced and in professional codes of conduct.

Students enrolled in external practicum experiences must achieve competencies at *proficient* level in all items on the [Clinician Competencies Form](#). Competencies are achieved in the areas that reflect their current client/pupil load. At the end of each semester, their competencies will be assessed and competency needs reviewed to achieve all *proficient* levels by graduation.

If a supervisor feels that, at any time, a student is not moving along the continuum for independence, she or he will contact the SJSU supervisor who will meet with the site supervisor and student to develop a [Remediation/Action Plan](#). The plan will address specific areas of need and identify items/skills upon which the student needs to focus and improve. The plan will also document the supports that the site and SJSU supervisor will provide. All will agree to the plan and its consequences and sign the form.

The SJSU supervisor, after discussion with the site supervisor and student, as well as the Clinic Director and Department Chair, has the right to terminate the school practicum if the requirements for the placement are not being successfully met. If the student is not able to achieve the action steps at the end of the semester, they will not pass competencies for that practicum site. Students may be required to extend their practicum to meet competency levels or perform practicum at another site. Another plan or course of action may need to be developed depending on specific circumstances.

Only clinical clock hours and competencies for clinical practicum experiences in which the student has earned a grade of proficient or better will apply toward degree, certification, or licensure requirements. Thus, if a student is below proficient in a clinical practicum, the clock hours accrued during that experience will not be applicable toward the 375 hours required by ASHA for the Certificate of Clinical Competence, for CA licensure, or for departmental requirements.

Students are expected to be performing at or above a "Proficient" level on the Clinician Competencies Form by the end of the public school experience. If a student has not met

proficient competencies in the final evaluation, and the issues revolve around diagnostic or intervention skills, a faculty review committee (i.e., supervisor, clinic director, and department chair) will determine whether the student may be offered a second placement (as space permits) or may be disqualified with no opportunity for reinstatement. The panel will take into consideration the students' overall academic and clinical record in the CD&S Department. Since practicum is an integral and required component of the master's program, final termination of practicum privileges also means termination from the master's program in CDS. (Reasonable refers to expectations based on experiences with other students in similar assignments.)

If there are issues that revolve around professional dispositions, a student will be disqualified from the program with no opportunity for reinstatement. The following is a list of professional dispositions that graduate students are required to possess:

- Confidentiality (HIPPA/FERPA)
- Clinic Dress Code
- Respect for Faculty/Staff
- Client Care
- Following departmental and external site policies and procedures (includes applying for clinics)
- Ethics (e.g., honesty)
- Other

CLINICAL CERTIFICATION SUPERVISION REQUIREMENTS AND TERMINOLOGY

1. Persons holding CCCs in speech-language pathology may supervise:
 - a. All speech-language pathology evaluation and treatment services.
 - b. Non-diagnostic audiological screening (i.e. pure tone air-conduction screening for the purpose of performing a speech and/or language evaluation or for the purpose of initial identification of individuals with other communication disorders)
 - c. Aural habilitation and rehabilitative services
2. Only direct client and family contact may be counted as clinical practicum hours. Hours not spent directly treating or assessing clients should be documented in staffing and misc section in the [Record of Supervised Clinical Experience](#) form.
3. Hours to be counted in the "evaluation" category include screenings, the initial and formal diagnostic assessment, or re-evaluation.
4. If a client presents with communication disorders in a two or more of the disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each. For example, if a client with both language and articulation/phonology problems received twenty hours of treatment and approximately $\frac{3}{4}$ of each treatment session was spent on language and $\frac{1}{4}$ was spent on articulation/phonology, the clinician should record credit for 15 hours of language treatment and 5 hours of articulation/phonology treatment.
5. ASHA Documents.
 - a. Code of Ethics: <http://www.asha.org/policy/ET2010-00309.htm>

- b. Scope of Practice: <http://www.asha.org/policy/SP2007-00283.htm>
- c. Clinical Supervision:
 - i. Position Statement: <http://www.asha.org/policy/PS2008-00295.htm>
 - ii. Technical Report: <http://www.asha.org/policy/TR2008-00296.htm>
 - iii. Skills and Knowledge: <http://www.asha.org/policy/KS2008-00294.htm>

SCHOOL PRACTICUM TIMELINES AND GUIDELINES

Spring Semester: First Year of Graduate School

- Submit your request for external practicum placements to the Clinic Director.
- End of Spring Semester and during the summer session, site assignments are completed. You will be notified via email of your placement and introduced to your supervisor.

Summer Session

- Each graduate student should have completed a Certificate of Clearance.
- Please update your resume. This should be confined to 2 pages and include all your practicum experiences with the most current listed first. The resume should be given to your site supervisor prior to school start up. See sample resumes in [Appendix B](#).
- Some school districts want you to come in prior to school start up to obtain a picture ID and passwords for accessing school computers. In addition some may want to interview or have you go through some type of orientation or specific training. Please ask your site supervisor about this before just showing up!
- Contact your site supervisor and arrange when you will begin your “School Start-Up Experience” (generally the first 5 days of school).

Before Fall or Spring Semester of Second Year

- Spend several days with site supervisor in the schools. The closer to the first days of schools the better to learn how to set up a schedule and learn the many duties that only occur at the beginning of a school year. If you are assigned to fall semester, you will continue on immediately after school start-up.
- The School Practicum Handbook that you will need for you student teaching experience will be posted on the classroom management system for the course. Supervisors will be sent a copy electronically.
- The forms that you will be using for the school practicum are in the handbook, including the [Practicum Commitment Form](#) that you will complete with your site supervisor the first week of the semester, sign and return to the campus supervisor.
- Register for EDSP 269.

During School Practicum

- Your site supervisor will be completing the [Clinician Competencies Form](#) at mid-semester and at the end of the semester. Both forms will need signatures from the student and site supervisor.
- The seminar will meet on Mondays at 3:00PM approximately 5 times during the semester. You may need to leave early from your practicum to attend. Please consult the syllabus for specific dates of the seminars.
- Good attendance is imperative during the school practicum. If you wish to attend any conference during the semester (e.g., ASHA, CSHA), make sure you have clearance from your site supervisor and discuss if this time can be made up.
- Spring break is taken when the school district to which you are assigned takes their spring break week and may or may not coincide with SJSU's break. Please check the school calendar at your assigned site.

FINAL COMMENTS

Working with SLP student teachers can be a very rewarding experience, which sometimes results in continuing friendships and renewed interest in varying aspects of the field of speech-language pathology. The role of the site supervisor in a school based setting cannot be overstated. Many students will go on to successful careers as school based speech-language pathologists because of the experience they gained under the direction of a dedicated professional who took the time to encourage someone who was new to the profession.

The faculty in the Department of Communicative Disorders & Sciences recognize the value of the role that site supervisors play in the development of the graduate students in our program. The extra time that site supervisors spend in training graduate students makes a difference in the quality of work that students go on to perform in their jobs when they complete their graduate degree. The supervised practice that students get in their school based and other clinical speech-language pathology experiences brings their academic coursework to life. Without these supervised real life experiences which are made possible by dedicated professionals in the field of speech-language pathology, students would not be as well prepared to enter our profession.

This should be a fun and memorable experience. Please feel free to contact us with any question or concerns! Have fun!

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APPENDIX A - PRACTICUM FORMS

Students are advised to make copies of all paperwork for their records. Unless otherwise indicated, electronic versions of forms are located on the classroom management system for this course.

Form	To be completed by	Submit to	Submit on
Initial Meeting Form	Student	Site Supervisor	During initial meeting
Practicum Commitment Form	Student & Site Supervisor	SJSU Supervisor	Two weeks after start date
Work Schedule and Information Form	Student	SJSU Supervisor	Two weeks after start date
Clinical Hours Tracking Form	Student	Site Supervisor	Weekly
Record of Supervised Clinical Experience	Student	SJSU Supervisor after Site Supervisor endorsement	Within 1 week of completing practicum
Clinician Competencies Form	Site Supervisor	SJSU Supervisor after student endorsement	Within 1 week of completing practicum
Semester Self-Rating of Practicum Form	Student	Site Supervisor SJSU Supervisor	At final meeting Within 1 week of completing practicum
Student Evaluation of Site/Supervisor Form	Student	SJSU Supervisor	Within 1 week of completing practicum
Site Supervisor/Student Evaluation of SJSU Supervisor Form	Student & Site Supervisor	SJSU Supervisor	Within 1 week of completing practicum
Practicum Remediation Plan	Student, Site Supervisor, SJSU Supervisor	SJSU Supervisor	As agreed upon

A.1. INITIAL MEETING FORM

The student will complete this form and provide it to the site supervisor at the initial meeting. The site supervisor will review and use this form in the supervisory process throughout the semester.

**EDSP 269 - Field Experience in a Public School Setting
Initial Meeting with Site Supervisor**

Name:

Email:

Clinical Information

1. General clinical experience

2. Academic background

3. Specific clinical experience with particular types of clients.

4. Self-perception of strengths and weaknesses

5. Anxieties about working with clients who have (fill in name of disorder)

Supervisee Information

1. Type(s) of supervisory interaction experienced previously

2. Perception of self in terms of dependence/independence in general and with clients

3. Prior experience with data collection and analysis of client behavior

4. Experience with data collection and analysis of own clinical behavior

5. Perceptions of responsibility for bringing data and questions to the supervisory conference.

6. Perceptions of assisting in problem solving and decision making

7. Expectations for learning or modification of clinical skills from the current situation.

8. Perception of need for feedback (amount and type)

A.2. PRACTICUM COMMITMENT FORM

At the beginning of the semester, the student and site supervisor will meet to negotiate and sign the Practicum Commitment Form. *This is the contract between the site supervisor and student. Please take some time and consideration in completing this form.* This form should be given to the SJSU supervisor by the second week of the practicum.

PRACTICUM COMMITMENT FORM
Supervised Clinical Experience in Public Schools

STUDENT: _____

SUPERVISOR: _____

SEMESTER: _____

SUPERVISOR'S ASHA #: _____

SITE: _____

SUPERVISOR'S CA LICENSE # _____

ADDRESS: _____

EMAIL: _____

This Practicum Commitment Form is designed to clearly state roles and responsibilities of the student clinician, the site supervisor, and the SJSU Supervisor.

Student Commitment & Responsibilities

1. The Field Experience will begin on _____ and end on _____
2. Number of days and hourly schedule per week:
Mon Tue Wed Thu Fri
3. Other times the student is expected to be present:

4. The student will be excused from practicum for the following University commitments:

5. The student will follow all rules of confidentiality as they pertain to clients and clients' families.
6. Therapy plans, evaluations, and other reports must be submitted by deadlines specified by the site supervisor.
7. Please state specific requirements, such as caseload, lesson plans and other session preparation, report writing, meetings, etc.:

8. The student will participate in at least _____ days of directed observation before he/she begins to provide clinical services (up to a maximum of _____ days).
9. The student will comply with all policies and procedures of the practicum site (please list as needed):

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10. It is understood that the practicum experience may be terminated at any time at the discretion of the site supervisor and/or SJSU School Practicum Supervisor.

The student can expect to attain clinical skills in the following disorder categories by the end of the semester:

- | | | |
|--|--|--|
| <input type="checkbox"/> Articulation/Phonology Modalities | <input type="checkbox"/> Receptive/Expressive Language | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Voice | <input type="checkbox"/> Social Communication | <input type="checkbox"/> Swallowing |
| <input type="checkbox"/> Fluency | <input type="checkbox"/> Cognitive Communication | <input type="checkbox"/> Hearing |

Supervisory Responsibilities:

According to ASHA, “*Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.*” The supervisor will have primary responsibility for coordination and supervision of the student’s professional work at this site.

Direct Supervision Frequency: _____

(ASHA certification standards require direct supervision during a minimum of 50% of evaluation activities and 25% of intervention activities. Clinical supervisors must be physically on site and accessible during 100% of evaluation and intervention activities conducted by students.)

Supervisory Conference Frequency: _____

(A minimum of 30 minutes per week is recommended.)

Feedback regarding clinical performance:

Written (frequency): _____ Oral (frequency): _____

(Formal written evaluation occurs at midterm and during the final week of the semester. The SJSU School Practicum Supervisor will notify students and site supervisors when formal evaluations are due. Informal evaluation should occur throughout the semester.)

The supervisor will share the evaluation of the student’s performance with the student and SJSU School Practicum Supervisor.

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Specific skills student should expect to master by the end of the semester:

(List several skills, such as administration, scoring and interpretation of a specific evaluation tool; writing a specific report, such as an IEP, independently; performing an instrumental procedure; following a specific intervention program, etc. These should be skills that are specific or unique to the site, rather than a complete list of tasks the student will complete during the semester.)

The SJSU School Practicum Supervisor will make a minimum of one visit to the practicum site during the semester.

I have read the guidelines for supervisors and students in the SJSU School Practicum Handbook. I understand the policies, procedures, and my responsibilities to this supervised clinical experience.

Site Supervisor

SJSU Student

Date

Date

A.3. WORK SCHEDULE AND INFORMATION SHEET

At the beginning of the semester, the student will fill in the schedule that includes arrival, lunch and departure times of the pupils in the school, buildings assigned each day, and building address. This form will be given to the SJSU supervisor by the second week of the semester. This form is used to locate the student and plan site visitations by the SJSU supervisor.

WORK SCHEDULE AND INFORMATION SHEET
Supervised Clinical Experience in Public Schools

STUDENT INFORMATION					
NAME:					
EMAIL:					
PHONE:					
SUPERVISOR'S INFORMATION			SUPERVISOR'S INFORMATION		
NAME:			NAME:		
EMAIL:			EMAIL:		
PHONE:			PHONE:		
ASHA #:			ASHA #:		
CA LICENSE #:			CA LICENSE #:		
SCHOOL NAME:			SCHOOL NAME:		
SCHOOL DISTRICT:					
WEEKLY SCHEDULE					
	Monday	Tuesday	Wednesday	Thursday	Friday
School Name					
Arrival Time					
Lunch					
Departure Time					
School Holidays/Breaks/Early Dismissal					
SCHOOL NAME(S)	SCHOOL ADDRESS(ES) (Please include room number)			SCHOOL PHONE NUMBER(S)	

SPECIAL DIRECTIONS TO BUILDINGS OR ROOMS:

A.4. CLINICAL HOURS TRACKING FORM

This form may be used to keep track of student's ongoing clinical hours during the semester. Supervisors should check this form weekly and initial after reviewing the student's weekly clinical hours and records.

DAILY HOURS TRACKING FORM

STUDENT: _____ SEMESTER: _____ YEAR: _____ SITE: _____

Date	Client Child/ Adult	Language								Speech						Dysphagia		Hearing		Other	Supervisor's Initials	
		Rec/Exp		Social		Cognition		AAC		Artic		Fluency		Voice		Ax	Tx	Scrn	Aur Rehab			
		Ax	Tx	Ax	Tx	Ax	Tx	Ax	Tx	Ax	Tx	Ax	Tx	Ax	Tx							
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Supervisor's Name (Print)

Supervisor's Signature

ASHA #

CA License #

A.5. RECORD OF SUPERVISED CLINICAL EXPERIENCE

This form is to be completed at the end of the school practicum experience. The site supervisor will need to verify the accuracy of the information on the form and sign including his/her ASHA and CA license number. The student will need to make a copy of the form and return the original to the SJSU supervisor who will then file it in the student's records.

The form is available as an excel document and is posted on the clinic website as well as the classroom management system for the course.

A.6. CLINICIAN COMPETENCIES FORM

This form is completed twice during the semester: once at the mid point and at the end of the semester. The site supervisor will complete an evaluation of the student's performance using the Clinician Competencies Form. The form will be emailed to site supervisors. The electronic version is an excel file that includes instructions for the site supervisor on how to complete the form and will calculate the grade automatically.

Competencies are given in the disorder areas where students received practicum experience. The supervisor will sign his/her signature and ASHA number at the end of the form. This form will be reviewed with the student, who will also sign the form. The student's signature on the form indicates that the evaluation has been reviewed with the student and the student is aware of his/her competencies. The form (hardcopy with signatures) will be given to the SJSU supervisor who will place the form in the student's file.

Note: A mid-point evaluation is needed to let the student know where progress is being made and where more progress is needed. It also assists the supervisor in reviewing skill areas. Midterm evaluation competencies alert the SJSU supervisor to student performance.

The form is available as an excel document and is posted on the classroom management system for the course and will be emailed to supervisors.

A.7. SEMESTER SELF RATING OF PRACTICUM FORM

At the end of the semester, the student will complete a self-evaluation. The completed evaluation is to be discussed with the site supervisor and then submitted to the SJSU supervisor who will place this form in the student's file.

CLINICAL INTERVENTION KNOWLEDGE AND SKILLS

KNOWLEDGE AND SKILLS	DISORDER								
	ARTIC	FLUENCY	VOICE	RECEP/ EXP LANG	SOCIAL COMMN	COGNITIVE COMMN	COMMN MODALITIES	DYSPHAGIA	HEARING
Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.									
Implement intervention plans (involve clients/patients and relevant others in the intervention process).									
Select or develop and use appropriate materials and instrumentation for prevention and intervention.									
Measure and evaluate clients'/patients' performance and progress.									
Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.									
Complete administrative and reporting functions necessary to support intervention.									
Identify and refer clients/patients for services as appropriate.									

INTERACTION AND PERSONAL QUALITIES

KNOWLEDGE AND SKILLS	RATING
Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.	
Collaborate with other professionals in case management.	
Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.	
Adhere to the ASHA Code of Ethics and behave professionally.	

Reviewed by: _____ and _____ on _____
 Student Supervisor Date

A.8. STUDENT EVALUATION OF SITE/SUPERVISOR FORM

The student must complete a site/supervisor form at the end of the semester. The form is given to the SJSU supervisor. It is highly recommended that this form be completed collaboratively with the site supervisor before given to the SJSU supervisor.

EVALUATION OF SITE/CLINICAL SUPERVISOR FORM – Part A

STUDENT:

SUPERVISOR:

SEMESTER:

SITE:

Clinical supervision in speech-language pathology is a distinct area of expertise and practice. ASHA's Committee on Supervision in Speech-Language Pathology developed these 11 core areas of knowledge and skills to clarify the roles and responsibilities of supervisors. The *Evaluation of Site/Clinical Supervisor* is an opportunity to assess competencies for effective clinical supervision.

Please rate the site supervisor's knowledge and skills using the following scale:

(3) Demonstrated **exemplary knowledge and skills** in this supervisory task.

(2) Demonstrated **adequate** knowledge and skills in this supervisory task.

(1) Demonstrated **awareness** of this supervisory task, but did not demonstrate knowledge or skills.

(0) **Did not demonstrate** any awareness, knowledge or skill in this supervisory task.

_____ Demonstrating **preparation** for the supervisory experience

_____ Establishing and maintaining **interpersonal communication** in the supervisor-supervisee relationship

_____ Facilitating the development of the supervisee's **critical thinking** and **problem-solving skills**

_____ Developing the supervisee's **clinical competence in assessment**

_____ Developing the supervisee's **clinical competence in intervention**

_____ Planning, executing, and analyzing **supervisory conferences**

_____ **Evaluating the growth** of the supervisee both as a clinician and as a professional

_____ Considering **cultural and linguistic diversity** (ability, race, ethnicity, gender, age, culture, language, class, experience, education) as it affects individual learning and behavioral styles

_____ Emphasizing effective development and maintenance of clinical and supervisory **documentation**

_____ Demonstrating conformance **with ethical, regulatory, and legal requirements**

_____ Incorporating **principles of mentoring** in supervision

EVALUATION OF SITE/CLINICAL SUPERVISOR FORM – Part B

STUDENT:

SUPERVISOR:

SEMESTER:

SITE:

The supervisor provided direct supervision of a minimum of 50% of my evaluation activities and 25% of my intervention activities this semester. YES NO

If no, please explain:

This site would be best suited for a student who is interested in:

Please describe the most positive aspects of this site:

Please describe and concerns you have regarding this site:

Additional Comments:

A.9. SITE SUPERVISOR/STUDENT EVALUATION OF SJSU SUPERVISOR FORM

This form is to be filled out collaboratively with the site supervisor and the student at the end of the semester and returned to the SJSU supervisor.

EVALUATION OF SJSU SCHOOL PRACTICUM SUPERVISOR FORM

STUDENT: _____ **SJSU SUPERVISOR:** _____
SEMESTER: _____ **SITE SUPERVISOR:** _____
SITE: _____

- 1. Did the SJSU Supervisor spend an appropriate amount of time during site visit(s)? Was enough time provided for both observation and discussion? Please comment on any specifics that may need to be changed from a time perspective.**
- 2. Did the SJSU Supervisor provide the necessary forms for documenting and evaluation the Field Experience in the Public Schools practicum? Please comment on any changes that may need to be made in this area.**
- 3. Did the SJSU Supervisor provide help with any questions or problems that came up during the Field Experience in the Public Schools practicum? Please comment on any suggestions that you may have in this area.**
- 4. What other suggestions do you have for improving the role that the SJSU Supervisor plays in the Field Experience in the Public Schools practicum?**

A.10. REMEDIATION/ACTION PLAN FORM

This form is to be completed in collaboration with the student, site supervisor, and SJSU supervisor.



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PRACTICUM REMEDIATION/ACTION PLAN

STUDENT:

SJSU SUPERVISOR:

SEMESTER:

SITE SUPERVISOR:

SITE:

1. Please complete the table below. An electronic version of this form is also available.

Competency to Address	Current Competency Level	Objective student behaviors to meet competency	Supports from Supervisors	Assessment Criteria (how the supervisor will determine success and a passing grade)	Date Due/Date Assessed	Met/Not Met
Professionalism						
						M
Assessment & Intervention						
						M
Writing						
						M



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2. If not achieved:

- a. Extend time at site
- b. Practicum at another site
- c. Terminate practicum
- d. Other

Additional Comments:

Student

Date

Site Supervisor

Date

SJSU Supervisor

Date

APPENDIX B – SAMPLE RESUMES

SAMPLE 1

THERESA MEATH

2658 N. Arlington Pl
Waukesha, WI 53202
Phone: (414) 691-4258
Email: headhyet@uwm.edu

EDUCATION

2006-Present University of Wisconsin-Milwaukee Milwaukee, WI

- M.S., Communication Sciences and Disorders (GPA 3.8/4.0)

2006 University of Wisconsin-Eau Claire Eau Claire, WI

- B.S., Communication Sciences and Disorders (GPA 3.8/4.0).
- Graduated Magna Cum Laude, Honor Roll Student

CLINICAL EXPERIENCE

Externships

Medical

Spring 2008 Wheaton Franciscan – St. Francis Hospital Milwaukee, WI

- Completed assessments, treatment planning and therapeutic treatment for voice, speech, language, cognitive, and swallowing impairments in a hospital setting.
- Educated patient, family and team members.
- Collaborated with OT, PT, RT, Dietician, and nursing staff.
- Participated in weekly plan of care meetings for patients while using NOMS.

Spring 2008 Seven Oaks –Rehabilitation & Extended Care Glendale, WI

- Completed assessments, treatment planning and therapeutic treatment for voice, speech, language, cognitive, and swallowing impairments in a subacute/skilled nursing setting.
- Participated in family care conferences.
- Collaborated with OT, PT, and nursing staff.

Educational

Fall 2007 Hawthorne Elementary School Waukesha, WI

- Evaluated and provided intervention to children, ages 3-9 individually and in small groups.

Specialty Clinic

Audiology

Summer 2008 Center for the Deaf and Hard of Hearing West Allis, WI

- Performed audiology screening and evaluations, hearing aid check and fitting for adults under the supervision of an audiologist.

Diagnostic and Evaluation

Spring 2007 UW-Milwaukee Clinic Milwaukee, WI

- Evaluated children and adults of varying disorders, provided counseling and recommendations to patient and family.

Fluency

Spring 2007 UW-Milwaukee Clinic Milwaukee, WI

- Evaluated and provided therapy for a school-age child who stutters while providing support and education to the client's family.

General Clinic

Articulation

Fall 2006 UW-Milwaukee Clinic Milwaukee, WI

- Completed treatment planning and therapy to a child with an articulation disorder while monitoring the client's progress.

Child Language

Fall 2006 UW-Milwaukee Clinic Milwaukee, WI

- Evaluated and provided therapy to a pre-schooler with a language disorder.

EMPLOYMENT

2005-2007 Independent School District 196 Rosemount, MN

Substitute Special Education Paraprofessional

Accomplishments:

- Ability to provide care and/or accommodations for one or more students with special needs while organizing and leading activities.

Summer 2004 Veterans Affairs Medical Center Minneapolis, MN

Intern/Program Support Assistant.

Accomplishments:

- Ability to promote and train members of a new computer program, MyHealthEvet.

ASSOCIATIONS

Present ASHA Member

CERTIFICATION

August 2008 DRL

COMMUNITY SERVICE

August 2005 Global Volunteers, Camp Hope Quito, Ecuador

Teacher's Aide

- Provided care and compassion for children with varying disabilities and at risk children in Ecuador.
- Gained a better understanding of poverty and the effects on children and families related to education and development.

PROFESSIONAL ACTIVITIES

2006 WSHA Convention Green Bay, WI

Professor/Student Research Collaboration Presentation

- Study examined the role of an SLP in counseling parents who have a child diagnosed with developmental apraxia of speech.

SAMPLE 2

Janice Henderson

2585 Lincoln Avenue
South Chicago, IL 60085
(125) 369-8524
jahen@gmail.com

EDUCATION

Master of Arts, Communicative Disorders

May 2008

University of Wisconsin-Milwaukee, Milwaukee WI
Speech-Language Pathology Specialization
Certification: WI DPI, IL Type 10, and Type 73

Bachelor of Science in Speech-Language Pathology

May 2006

Northern Illinois University, DeKalb IL

CLINICAL EXPERIENCES

Externships

Medical Externship:

Aurora Medical Center

January 2008-May 2008

- Counseled and provided information to patients and their families on dysphagia
- Collaborated with hospital staff on patient care
- Provided cognitive/communication therapy for the geriatric acute inpatient population
- Utilized videofluoroscopy and clinical bedside swallow examinations to evaluate swallowing function
- Completed Medicaid billing paperwork

Education Externship:

Andrew Cooke Magnet Elementary School

August 2007-December 2007

- Collaborated with other therapists to create a picture exchange system and other therapy materials in Spanish and English for bilingual students
- Collaborated with other speech therapists in group therapy sessions
- Effectively used behavioral management techniques during group therapy sessions
- Modified and adapted therapy activities during the on-going session
- Conducted a weekly swallowing group therapy session
- Participated in Response to Intervention

Audiology Externship:

Center for the Deaf and Hard of Hearing

May 2007-August 2007

- Performed hearing screenings for the geriatric population
- Assisted in the daily procedure for a pediatric total communication group
- Conducted daily hearing aid checks for group participants
- Assisted in data collection for group participants

- Co-conducted therapy sessions with the speech-language pathologist
- Provided total communication language stimulation during play-based therapy
- Led snack and structured play activities in signed English

Specialty Clinics

Fluency Clinic: UW-Milwaukee **January 2007-May 2007**

- Individually tailored therapy sessions to meet clients' needs
- Developed functional goals according to each client's needs
- Integrated socio-emotional needs within the context of therapy

Accent Modification Clinic: UW-Milwaukee **January 2007-May 2007**

- Developed functional goals according to the client's needs
- Created a supplemental instructional audio cd for use during the summer months

General Clinics

Articulation: UW-Milwaukee **August 2006-Dec. 2006**

- Evaluated client with appropriate materials to create functional goals and monitor progress
- Fostered parental involvement through the implementation of an at-home therapy program

EXPERIENCE

Teaching Assistant, UW-Milwaukee **August 2007- May 2007**

- Presented section lectures for select undergraduate courses
- Assisted instructors in grading assignments and exams for select undergraduate courses
- Helped maintain the Desire 2 Learn sites for courses
- Performed various clerical tasks (word processing, copying, and filing as needed)

Camp Counselor, Waukegan Park District, Waukegan, IL. **Summer 2006**

- Created weekly activity schedules and supervised children, ages 6-12, on field trips and at camp sites
- Provided feedback on camp issues to parents, coworkers, and directors
- Assisted in the daily set-up and clean-up of the camp site

SPECIAL SKILLS

- Computer: MS Word, MS Excel, MS PowerPoint, MS Publisher, type 50 wpm

LANGUAGE SKILLS

- Basic understanding of Spanish and American Sign Language

PROFESSIONAL ACTIVITIES & HONORS

- Communication Disorders Student Association, August 2004-May 2006
 - Helped organize and conduct annual events
 - Played key role in providing new information to possible COMD majors

APPENDIX C - ADDITIONAL FORMS

APPENDIX C.1. GUIDE TO SKILL DEVELOPMENT OF STUDENT SLP CLINICIANS

The following chart is designed to provide general guidelines for the introduction of tasks. It is fine to do these tasks sooner, but these tasks should be initiated by the week designated. We have included this guide because there have been times where we have observed that near the end of semester, student clinicians have not yet attended an IEP meeting, used the web system, etc.

Week	School	Therapy	IEP	Assessment	Report Writing	Organization and Management
1	Tour Get lists of all staff (office, SE, teachers) Get handbook - review school rules	Observe supervisor Get a copy of the lesson plan to use	Read IEPs for current students			
2	Get lists of students on caseload Observe students Meet teachers whose students you serve	Continue observation Co-teach a few groups Look over the materials in the room	Look at IEP system and get login	Review available assessments	Review assessments for several students	Identify data and goal sheets to use Plan a few lessons for the next week Create your own list of students and the schedule
3	Review schedule and classes for each student (in Fall - set up schedule with supervisor)	Take a group or two alone	Under the guidance of supervisor, add goals to an IEP	Watch supervisor giving an assessment	Get a template of the assessment format	Review dates of IEPs and triennials
4	Attend staff/PLC meetings	Take over many more groups		Practice key assessments used by supervisor		
5			Attend an IEP meeting			
6			Write goals for a few students using the web system	Give an assessment	Write an assessment report	
7						
8			Write a complete IEP	Give another assessment		
9			Write an IEP for a student who was assessed. Assist with writing progress notes.			
10 -14	Review all	Increase independence	Increase independence	Increase independence	Increase independence	Increase independence

APPENDIX C.2. MANAGING THE DAILY ROUTINE

The information below has been shared by Maryellen Burr, SLP.

1. Every day, you will need to balance routine activities. These activities include the group schedule, assessments of annuals, initials and tri's, responses to teacher concerns, looking up information from the cum and health file and also lesson preparations.
2. It helps to keep a "road map" of your groups: a list of times, names for each group and some shorthand for each student's goals. This list allows you to keep track of which students you will be seeing that day and what issues and activities you will address in that day's agenda. Jot down for each group, your activity ideas so that you can avoid scrambling when time gets away from you.
3. In your classroom, find a place to keep your student group's folder in chronological order so that as a group comes up, that group's papers are next up in the pile/file box.
4. Have some idea of what you will be doing with that day's groups and have those materials set aside and at hand.
5. Keep routine materials, such as pencils/erasers, scissors, crayon sets out ready to grab easily. Crayons may well need to be out of their boxes and put in containers that little hands can easily grab and then put away. You do not want to spend your precious 25/30 min managing the taking out and putting away of materials. They need to be ready.
6. Keep your room tidy in appearance. A room that is full of stacks of papers/books/folders feels unsettled. Keep the group table clear. Spray down with cleaner at least once a day if not more so. Keep chairs tidily around the table. The room should look and feel fresh for each group coming in.
7. Make it a rule that students do not go in the room ahead of you. You go in first and they follow.
8. Have a place in the room for current assessment student folders. Arrange these in chronological order from their due-date. On their covers, on a post-it list the assessment activities you are planning. Check them off as they are completed. This way, you can see immediately what next needs to happen. When you get a surprise 20-30 min open time, you are ready to get the target student and do the next thing on your list.
9. Make a check list for what needs to be done for an IEP: Hearing and vision info, parent conversation, teacher report sent and received, IEP date/time set, sent and confirmed. You should have your chronological list for the year's IEP/TRI's posted. For each month, take out the student files for the next month so that you can be working on them in readiness.
10. Have another group place for student folders for which all the paperwork is ready for the IEP meeting. These are ready to go when you start the IEP meeting.
11. Keep track of your students' teachers. Keep them in the loop about speech activities and also find out from them current curriculum topics. This way you can fold into your activities vocabulary/topics they are using in the classroom. Try to function with each teacher like you are a team. Share info.

12. Touch base with your RSP and psych too. Stay on the same page with them for student concerns. Brainstorm when needed to solve specific student issues. Contribute.
13. Keep your classroom teaching materials in some sort of organization. You need to be able to find things quickly.
14. End/start each day by spraying down your surfaces with disinfectant.

APPENDIX C.3. MANAGING IEP MEETINGS

The information below has been shared by Maryellen Burr, SLP.

1. Have your paperwork sequenced in order of presentation.
2. Review your file information about the student beforehand so that you are familiar about the issues that have been addressed in his/her history.
3. Remind relevant IEP team members the day before of the meeting and its time either in person or by email. Then remind them again the day of the meeting.
4. IEP team members include parent(s), administrator, classroom teacher and any specialists involved. Have an "EXCUSAL FORM" ready in case someone on the team cannot come. There has to be an administrator or designee. Make sure that one has been lined up.
5. When you are preparing for the IEP meeting, it helps to lay out your papers in the sequential order you will present them in. Notice of meeting (signed or to be signed for the records). Procedural Safeguards packet. Goal update copies. Reports/Eligibility form, IEP packet, signature page ready. Then follow the sequence of those papers.
6. Have packet copies ready for the members. The proposed IEP packets can be shared. Don't make a draft copy for each member. They are meant to be shredded afterwards. One copy for parent(s). One copy for teacher/principal and one copy for you/other specialist. That is the usual way to do it.
7. The parent is an essential member of the team. It is not really an IEP meeting without the parent. On occasion, after much school effort, the parent refuses to come to a school IEP meeting. In that case, a meeting is held and the paperwork goes home to the parent for review. Another plan would be to have the parent on phone speaker as a participant. In these cases, the principal should be actively involved.
8. When the meeting begins, make introductions around the table. State the purpose of the meeting.
9. Present the Procedural Safeguards pamphlet. Present the forms for goal updates, if relevant. Invite input from the parents about their concerns/information/questions they want shared. Present reports if relevant. Present IEP packet.
10. Note: Establish any pertinent time constraints for any member for the meeting. If so, you can sequence presentations by members appropriately (e.g., the principal can only stay for X minutes. Or the teacher must leave at Y time). Let them have their say before they leave.
11. Be sensitive to opportunities to have parents give their perspective and concerns about their child. Parents can be intimidated by the context of a group of specialists dissecting their child. They might respond in a very passive way but then may have feelings or confusion afterwards because they have not participated much. Or they respond in an aggressive way where they want to control the content of the meeting. In that case, be extra sure they feel like they have been heard. Restate their message and respond in a neutral way. Remember, everyone at the table is concerned about the welfare of this student.
12. Remember that the documents you present in the IEP are legal documents after they are signed. Therefore, keep the written language neutral and factual. Whatever is written will stay with that student year after year as schools work with his/her curriculum issues. They will be reviewed by other professionals involved and the parents will have the package in their possession to review and consider as time develops new scenarios for this student.

13. Monitor the timing of an IEP meeting. It is easy to get sidetracked into details or stories that were meant to relax members, but these off-topic forays steal time from the main messages that need to be conveyed during the meeting. Also, at some time, if a meeting lasts too long, everyone is exhausted and just wants to get out. It will be your job as case manager to bring the meeting along appropriately. (If you are not the case manager, you can still contribute to keeping the meeting focused.
14. The IEP papers that you give parents are proposals. Make sure parents know that changes can and are expected to be made on them. You will have the WEB IEP open on your computer to make the relevant changes during the meeting. When you type in a change, read it back to the team members.
15. When you get to the signature page, say you will skip that for the moment and then walk through the contents of the Notes page. Make sure that what you included squares with team members understanding. Here is an opportunity to repair mistakes/misunderstandings.
16. After you have drawn up the Notes page, then go back to the signature page. Walk the parents through its contents. Tell them the top signature lines are to indicate who was present at the meeting but implies no response to the content of the IEP info. The parts below the solid line are for parent formal responses to the IEP packet. Do each line aloud with them. Remember that to be able to print this proposed draft, you have had to fill in some of the parent responses. You have to apologize for this and explain the reason but tell them they can have another response that you will put on the WEB IEP version. This glitch in the system may have been repaired.
17. If the student does not qualify for special services, establish that by the end of your report. When you present the IEP, make clear that this IEP format acts like a snapshot in time for this student at this point in time. It will present information about the student in the 7 Present Level sections. Make sure that while the student is functioning within grade level expectations, there are things the teacher and parent can do to support this student in the areas that initiated the original concern. Talk about them. Validate the referral. Relate the concerns to the assessment results. Also, tell the parents that this report and IEP will be kept in confidential protection. The district office will have a copy that they can ask for if they lose their own.
18. Make at least 2 copies of the formal version: one for parents to take home and one to keep for your own sorting. If you have no printer immediately available to you, arrange with parents' approval, that a formal copy will be sent home later. They can still sign the signature page there from the draft having heard all the content as it has been added.
19. At the end of the meeting, it may be a good idea to offer to the parents a manila folder for the papers you give them. It is a supportive gesture.
20. After the parents leave, it will be your job as Case Manager to make copies and file all the papers in their appropriate locations. You keep the Master Copy with its original signature pages. A copy of all the paperwork goes to the District Office. Any other specialist at the meeting gets a copy too. Normally, teachers do not get copies since the contents are confidential and teachers do not often have locked place to secure their packet. They are told they can read the IEP kept in your office at any time.
21. You have to go into WEB IEP to file the IEP to history. It will walk you through that process step by step. Sometimes this part gets forgotten such as when parents want to take the IEP home to consider it further or there is some other reason that the meeting has unfinished business. At times, the District Office will ask you to file to history some case that was left unfinished.

22. Put the completed Student File back into your file cabinet. Personally, I kept a copy of the face page and the goals stapled together as my shorthand version. I kept this packet in a place that keeps it available to me both at school and home so that I could have immediate access to its info for planning, goal updates, parent calls. The trunk of my car was a favorite place to keep my shorthand packets.