

## GUIDED PRACTICE

Class: Resources in Human Communication

Date assigned: September 24, 2019

Date due: Oct. 1, 2019

Time estimate to complete this assignment: 2-3 hrs.

### Overview/Introduction

What is this lesson about? Why do we care?

This lesson is one of many throughout the semester that provides the students (undergraduates) with an introduction to and beginning understanding of the disabilities that are treated by speech language pathologists. Prior to this lesson, the students have learned basic vocabulary and information about the development and use of language, and the general impairments that might cause someone to have difficulty with language. This lesson is about the relationship between language and literacy; reading and writing, and the manifestations of a disability in one of these processes.

This is an undergraduate course. The students meet for 2.75 hrs. one day a week. A textbook (*Introduction to Communication Disorders - A Lifespan Evidence-Based Perspective*. Authors: Owens, Mertz and Farinella. Edition 6 Either Print ISBN: 9780134801476, 0134801474 or eText ISBN: 9780134801599, 0134801598) is used as a guide and each week of the class is focused on one chapter of the textbook. The students are provided with a course calendar and are aware of all of the assignments, required information and videos prior to the course.

### Learning Objectives

#### Basic objectives

LO1: Define terms and give an example of activities involved in literacy and learning disabilities.

LO2: Identify the skills, strategies and steps involved in reading a text passage and a language-based math problem.

LO3: Understand and be able to discuss how dyslexia affects an individual in various aspects of their life.

#### Advanced objectives

LO4 Explain the role of a speech and language specialist in assisting someone with a learning disability

LO5 Identify those characteristics that are present for an individual with a normal skill pattern in literacy and one who has a disability.

LO6 Become aware of activities and resources that a SLP might use to guide parents and clients in the area of literacy.

### Preparatory Activities and Resources:

Instructions for completing the Guided Practice assignment.

#### 1. Read-Define

Students have access to a textbook that provides definitions and examples of activities and tasks. Students will receive a list of 10 words to define related to learning disabilities and literacy and will be asked to write down the definition and an example of the activity on a worksheet that is provided.

#### 2. Experience – Reflect

Students will participate in various activities that involve sequencing numbers, reading passages with a specific code, etc. These will be provided on a Google Doc that is shared by the class. They will be

required to add at least one comment about how they did the activity and what they needed to do to solve it.

### Reading Passage

We begin our qrib eq a faziliar blāce, a poqy like yours enq zine. Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign. Enq wiqhīn each one of qhese zany calls, each one qheq hes QNA, Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze. So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz. Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze. Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain. Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

### Math Activity

- Multiply the third number in the first row by the seventh number in the third row
- Add this result to the fifth number in the second row
- Add to this total ten times the fourth number in the third row
- Subtract the eighth number in the first row from the result
- Row 1 658745684
- Row 2 321956421
- Row 3 651513235

### 3. Watch

Students will Watch a TED talk video about an adult with dyslexia. They will write a reflection of the video and their thoughts on what they learned. They have done this for other videos and are familiar with some of the concepts that needed to be included in their reflection.

<https://www.youtube.com/watch?v=dPyzFFcG7A>

EXERCISES: Please complete the learning activities by Oct. 1.

1. Bring your definition and example worksheet to class. We will share the ideas in class and create a Google Doc for the entire class.
2. Reflect on the skill development in Canvas. An assignment will be opened.
3. Reflect on the TED talk video in Canvas

If you need any help. Contact me by email and/or through Canvas. You can also text me on my 408-398-1575 number and I will get back to you.

## ADVANCED PRACTICE

Class: Resources in Human Communication

Date assigned: October 2, 2019

Date due: October 5, 2019

Time estimate to complete this assignment: 1 hour

### Learning Objectives

#### Advanced objectives

- LO4 Explain the role of a speech and language pathologist in assisting someone with a language disability that affects their reading
- LO5 Identify those characteristics that are present for an individual with a normal skill pattern in literacy and one who has a disability.
- LO6 Design and demonstrate an activities and/or resources that a SLP might use to guide parents and clients in the area of literacy.

#### Activities & Deliverables

1. Email the SLP whose contact information you have been given and ask about her caseload and how she supports students in the development of literacy. Submit your summary (not to exceed two pages) to the Google Doc called - *SLP response to literacy question* - add your name to your comments.
2. Make a checklist of up to ten skills for students with a normal skill pattern in reading or writing and a similar list if the student has a disability.

#### Example

Skills in Reading	Skill Deficits
Knows sounds of letters	Can not combine sound with letter

3. Look at these resources and choose one activity to use with a client. Be prepared to demonstrate the activity in class next week.

Education.com

<https://www.education.com/game/letter-sounds-moving-match/>

<https://www.education.com/game/match-rhyming-words/>

PBS Kids

<http://pbskids.org/island/preview/gamepreview.html?btl-bowl>

<http://pbskids.org/island/preview/gamepreview.html?ww-letterpit>

Abcya.com

[http://www.abcya.com/fuzz\\_bugs\\_factory.htm](http://www.abcya.com/fuzz_bugs_factory.htm)

Starfall

<http://more2.starfall.com/n/level-k/song-abcs/load.htm?filter=abc>

<http://more2.starfall.com/n/level-k/song-su/load.htm?filter=abc>

Things to complete:

Turn In: Your comments from your interview with a SLP (in Google Docs – Document called SLP response to literacy question)

Bring to the next class - The checklist of skills and deficits –

Be ready to demonstrate – an activity in literacy or language remediation.

Questions: Dr. Carol Zepecki, [carol.zepecki@sisu.edu](mailto:carol.zepecki@sisu.edu) 408-398-1575

## Flipped IN-CLASS Lesson Plan Template- Workshopping it!

<p><b>Topic #1:</b> The role of the Speech Language Pathologist (SLP) in literacy instruction</p>
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<p><b>Basic objectives for preparatory work:</b> At the conclusion of this class, students will be able to:</p> <p>LO1: Define the terms and give an example of activities involved in literacy and learning disabilities.</p> <p>LO2: Identify the skills, strategies and steps involved in reading a text passage and solving a language-based math problem.</p> <p>LO3: Understand and be able to discuss how dyslexia affects an individual in various aspects of their life.</p>	<p><b>Advanced objectives for classwork &amp; after class work:</b></p> <p>LO4: Explain the role of a speech and language specialist in assisting someone with a learning disability.</p> <p>LO5: Identify those characteristics that are present for an individual with a normal skill pattern in literacy and one who has a disability.</p> <p>LO6: Become aware of activities and resources that a SLP might use to guide parents and client in the area of literacy.</p>
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	Time planned	Activity and rationale	Resources needed
Beginning of class period	9:00-9:30	<ol style="list-style-type: none"> <li>Review of definitions and examples of 10 words assigned to research at home.</li> </ol> <p>Rationale: Students must understand the vocabulary in order to understand the lecture.</p>	<ol style="list-style-type: none"> <li>Google Doc open to the class and student choice of best definition and example. Final Google Doc of definitions and examples will be available to all students. and</li> </ol>

			2. Cards with definitions and cards with examples.
Middle of period	9:30-10:00 Break included)	1. An actual lecture will be conducted with information provided concerning the steps involved in learning to read  Rationale: students will need to understand the actual skill application and use of language in the skill development process.	Lecture outline, powerpoint copy for students
Middle of period	10:00-10:30	Assessment of learning disabilities. After watching a video, the students will talk about the component difficulties mentioned in the video.  Rationale – Throughout this course, students will be involved in talking about assessment and intervention and how the two are linked.	Video Inside a dyslexia evaluation <a href="https://www.youtube.com/watch?v=DNu4WiQaVTI">https://www.youtube.com/watch?v=DNu4WiQaVTI</a>
Middle of period	10:30 -11:00	Summary of information through development of questions about reading, math etc. and learning disabilities and student answers for those questions.  Rationale- SLPs ultimately need to have background information in order to diagnose, support clients etc. This will provide summary review and a future reference for the students.	Assignment of key questions to groups of 3 students using Google share document e.g. What are active strategies for reading comprehension?  The answers to those questions will be available for all students for future reference.

Middle of period	11:00-11:15	Quick final review of words learned at home and reviewed at start of class.	Students will be given cards with a definition and other cards will have a scenario about a skill deficit. They will need to match their deficit area with the skill. Students will then report on their match.
End of Period	11:15 – 11:30	<p>Review of work for advanced objectives:</p> <p>Email to SLP working in the schools</p> <p>List of skills</p> <p>Review of websites to find an activity</p>	<p>Each student will be given the name of an SLP to email</p> <p>Students will have access to a Google Doc with ten skills.</p> <p>Students will receive a list of resources in order to choose an activity to demonstrate to the class next week.</p>