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Speech Sound Disorders Syllabus and Unit Plan: Mini-Unit, Basic SSD Assessment.

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UbD Template 2.0 – SPPA375 – Mini-Unit, Basic SSD Assessment (3-5 hours, pending the AU Spring 2021 schedule)

My education philosophy is based on a Christian theistic worldview, a learner-centered theory (Schiro, 2012), Wiggins & McTighe's (2005) backward design model *Understanding by design*, and loosely incorporates principles of the trauma informed approach (Davidson, n.d.). "I believe the purpose of education is to 'prepare students for the joy of service in this world and for the higher joy of wider service in the world to come' (White, 1952, p.13). Thus, the role of teacher is as a leader or guide, and the role of student as explorer or adventurer newly experiencing life… [I also believe] that all students are capable of learning. However, the foundation for my belief is based on the Biblical perspective that 1.) humanity is all created in the image of God (Genesis 1:27, New Living Translation, 2015), 2.) we are all heirs of the Kingdom of God (Colossians 1:13, New Living Translation, 2015), and 3.) God helps each of us to learn through His word for 'whatsoever things were written aforetime were written for our learning, that we through patience and comfort of the scriptures might have hope' (Romans 15:4, King James Version, 1769/2017). The role of faith is best stated in 2 Timothy 3:16 & 17, 'to teach us what is true and to make us realize what is wrong in our lives. It corrects us when we are wrong and teaches us to do what is right. God uses it to prepare and equip his people to do every good work' (New Living Translation, 1996/2015)." (Joseph, 2020).

Stage 1 Desired Results		
ESTABLISHED GOALS 1. Understand the basic process for evaluation of speech sound disorders (American Speech-Language Hearing Association, 2020, Standards IV-B, IV-D). 2. Differentiate between articulation and phonological disorders (Unified Framework of Outcomes, 2020, AL.BAC.2).	*Transfer*	
	Students will be able to independently use their learning to… …complete basic articulation and phonology screenings and assessments.	
	Meaning	
	UNDERSTANDINGS (American Speech-Language Hearing Association, 2020; "Webb's depth of knowledge guide", 2009; Wiggins & McTighe, 2005; Anderson & Krathwohl, 2001; Unified Framework of Outcomes, 2020)	ESSENTIAL QUESTIONS (Topical: Wiggins & McTighe, 2004) 1. What implied knowledge is required for a speech-language pathologist (SLP) to be able to determine if an

	Students will understand that… … SSD assessment (Pena-Brooks & Hegde, 2015) is a holistic process (White, 1952) that involves looking at the following multiple components: 1. Explanation: Students will be able to explain the inferred knowledge components that must be considered prior to selection and administration of SSD assessments. (Goal 1) 2. Interpretation: Students will interpret the results correctly from an assessment. (Goal 1 & 2) 3. Application: Students will discuss evidence-based practices and ethical considerations related to assessment of SSD in a variety of settings. (Goal 1) 4. Perspective: Students will explain cultural and linguistic limitations of standardized assessments in SSD. (Goal 1 & 2) 5. Empathy: Students will practice establishing rapport with a child/student. (Goal 1) 6. Self-Knowledge: Students will self-reflect on knowledge of assessments, assessment experience, and areas to focus on for further learning. (Goal 1)	articulation or phonology screening or assessment is appropriate? 2. In what ways do SLPs communicate the purpose of/implement essential components of an assessment to the student/parents? 3. How do external factors (e.g. culture, language, socio-economic status, environment, etc.) play into determining differential diagnosis, prognosis, and recommendations?
	Acquisition	
	Students will know…	*Students will be skilled at…*

	• … that baseline data is necessary to qualify a child/student for services and intervention.	• Phonetic transcription • Auditory discrimination of SSD • Basic case history/interview process • Able to administer and score a screening/standardized assessment for SSD • Writing recommendations for SSD treatment

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Formative Assessment Criteria: Appendix A: Screening rubric (Adapted from Super Duper Publications, Inc., 2017)	PERFORMANCE TASK(S): • **Students will conduct a telehealth screening for SSD.** This screening will be done either with elementary age students or a SimuCase™ (2017) pediatric case. (Goal 1&2, Understandings:2,3,5,6).
Summative Assessment: Appendix B: Quiz (Davis, 2017; Joseph, 2019) Appendix C: Forum post self-reflection directions (Friend, 2019) Appendix D: Forum post rubric (Marzano, Pickering, & McTighe, 1993) Appendix E: Sample final exam test questions (Joseph, 2020; Hambrecht & Rice 2020.	OTHER EVIDENCE: Quiz – Chapter 6. (Goal 1 & 2, Understandings:1,2,3,4) Forum Post - Student self-reflection on screening performance task. (Goal 1, Understanding: 6) Final Exam – Test questions from this mini-unit will be included on the final exam (Goal 1 & 2)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (Adapted from Wiggins & McTighe, 2005)

W: At the end of Chapter 6: Basic Assessment, you will act as a student clinician and screen a school-aged student for speech sound disorders. With access to the textbook, plus selected screening resources, you will write up a screening summary for the elementary teacher to provide the student's parents. The formative assessment criteria rubric for this screening is included in Appendix A. In addition to this assignment, you will be given a quiz on the reading. At the end of this unit, you will write a forum post assignment in which you will describe and self-reflect on the screening process (see Appendix C).

H: Students will watch a SimuCase™ (2017) SSD screening/assessment video clip and be asked to complete a K-W-L chart in response to the essential question, "What implied knowledge is required for an SLP to be able to determine if a SSD screening or assessment is appropriate?"

E: Students will read the basic chapter in their textbook that goes along with Assessment for SSD. They will then take the chapter quiz prior to coming to class. In class there will be a brief lecture over the key points of assessments for SSD. The screening process will be demonstrated for students who will then practice SSD screenings on each other. Academic prompts will be provided and the students will do-pair-share what they have learned. A demonstration of a SSD assessment using standardized forms will be conducted. Students will learn to calculate chronological age and review IPA transcription of speech samples. Students will then have opportunity to practice in-class administration of an assessment on a peer. The class will end by discussing strengths/weaknesses they noted during practice and review.

R: 1.) Students are introduced to the learning outcomes and essential questions. 2.) In class, students study and practice the basic components of screening and assessment. 3.) Students share their knowledge and learning questions in pairs. 4.) In partnerships, students practice phonetic transcription, auditory discrimination of SSD, basic screening/assessment administration, basic documentation/goal writing. 5.) Students complete a screening of a school age student either via telehealth or simulation. 6.) Students write up their recommendations/results of the screening. 7.) Students complete reflective forum post on their learning through this experience.

E: Students have prior knowledge of metacognition and metacognitive learning strategies (McGuire & McGuire, 2018) from pre-requisite courses (SPPA322, SPPA234). Students will participate in peer reviews of their screening/assessment administration, basic documentation/goal writing, and screening recommendations. Students will be regularly reminded of the study cycle (preview, intense study session, review) and 5 minutes will be provided for students to share their learning pre-class, and post-class (McGuire & McGuire, 2018).

T: On the first day, as an introduction/ lead-in to the essential questions, students will be shown a SimuCase™ (2017) client video. They will then complete a brainstorming session where they can share what they already know about screening/assessment and how they would treat the simulation client.

O: I am fairly comfortable with the flow of this unit. I think that adding extra emphasis on the learning outcomes, essential questions, and hook of a simulation experience at the beginning of the unit will help to guide the students throughout the rest of the class periods. I think that all six facets are addressed directly or indirectly through the plan.

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Appendix A: Screening Checklist

	Exceptional (35 points possible)	Good/Fair (17.5 points possible)	Poor (8.75 points possible)
Identifying patient information	Established good rapport with student, conducted brief case history/interview while collecting identifying patient information.	Gathered the relevant information, may have had some difficulty with engaging/establishing rapport with the student.	Relevant identifying patient information not obtained or rapport not established with student.
Articulation (Word Level)	Correctly identified articulation omissions/distortions of target phonemes in all single words using IPA.	Correctly identified articulation omissions/distortions in 80-90% of single words using IPA.	Correctly identified articulation omissions/distortions in less than 80% of single words. No use or limited use of IPA.
Articulation (Connected Speech)	Correctly identified articulation omissions/distortions of target phonemes in all words during connected speech using IPA.	Correctly identified articulation omissions/distortions in 80-90% of words during connected speech using IPA.	Correctly identified articulation omissions/distortions in less than 80% during connected speech. No use or limited use of IPA.
Articulation Summary	Correctly indicated and discriminated articulation errors in I/M/F positions of single words using IPA.	Correctly indicated and discriminated 80-90% of articulation errors in I/M/F positions of single words using IPA.	Correctly indicated and discriminated less than 80% of articulation errors in I/M/F positions of single words. No use of limited use of IPA.
Phonology	Correctly analyzed articulation summary and identified presence/absence of phonological processes in target words.	Analyzed articulation summary and identified presence/absence of some phonological processes in target words but some missing.	Analyzed articulation summary but misidentified phonological processes (presence or absence) for most processes.
Observations & Notes	Included behavioral observation and prognostic impressions of screening; written in complete, grammatically correct sentences.	Included general observations and prognostic impressions of screening, some grammatical errors or incomplete sentences.	Missing observation/prognostic impressions. Incomplete sentences or multiple grammatical errors.
Summary	Correctly completed based on student clinician knowledge and application of basic process for evaluation of SSD. Correctly identified presence/absence of SSD.	Incorrect action identified with correct action, some knowledge/application of basic process for evaluation of SSD may be incorrect. Correctly identified presence/absence of SSD.	Incorrectly completed. Significant gaps in knowledge and application of basic process for evaluation of SSD. Incorrectly identified presence/absence of SSD.

(Rubric created by Jenica Joseph using categorial headings and core content drawn from Super Duper Publications, Inc. (2017). *Articulation & Phonology Screener Quick Take Along Mini-Book.* Super Duper Publications, Inc.)

Appendix B: Sample Chapter Quiz (Davis, 2017; Joseph, 2020; Hambrecht & Rice, 2020)

This sample chapter quiz is actively planned to be used for Spring 2021. If interested in sample chapter quizzes for academic teaching purposes please email: jenicaj@andrews.edu.

Appendix C: Forum post self-reflection directions

Create a post describing and self-reflecting on your experience screening an elementary student for SSD. You may choose to submit a written reflection, upload a short video reflection, or create a digital presentation that can be presented in class or uploaded with voice-over narration. The following prompts may be helpful for you when completing this assignment. Remember to use complete, grammatically correct sentences (run your response through Grammarly). Minimum length of response = 3 complete paragraphs (approximately 400-500 words)

- Describe how you communicated and interacted with the student
- Did anything unexpected happen?
- How did you respond to challenges?
- What did you like about the experience?
- What might you want to learn more about because of this?
- Did this give you a new perspective, challenge your point of view, or introduce you to new techniques, skills, processes?
- Does this experience connect to any past experiences or themes? If so, which?
- How did your involvement and participation in this screening fit into your broader goals for developing yourself?

(Reflective questions adapted from Friend, 2019)

Initial post due:

Response to a classmate due:

Appendix D: Forum Post Rubric

	Exceptional (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Critical Thinking	I analyzed the screening experience by turning it into a detailed project that helped me think about it in new ways. I explained exactly what kind of thinking I did to complete the project and what I learned as a result of doing it. I identified parts that were difficult for me.	I analyzed the screening experience by turning it into a project that made me think about it; I explained what kind of thinking the project required me to do and what it looked like when it was complete.	I analyzed the screening experience and turned it into a project, but parts of the description are not clear, and the purpose of the self-reflection is confusing.	I tried to analyze the screening experience, but I did not make clear what the project was. I also did not have a clear purpose for the self-reflection of the project.
Analyzing Perspective	I stated an opinion on the topic and explain some of the important reasons for that opinion. I also described the thinking that might lead to the opinion, and I explained the strengths, weaknesses, and errors in that thinking.	I clearly stated an opinion on the topic and explained some of the important reasons for that opinion. I did not explain the thinking that might lead to the opinion.	I clearly stated an opinion on the topic, but I did not clearly explain the reasons for that opinion.	I did not state a clear opinion.
Empathy and Kindness	I evaluated the screening situation to make sure I understood the feelings, knowledge, and abilities of others. I used this understanding when I communicated, and I encouraged people to show respect for the different feelings, knowledge, and abilities of others.	I communicated well with people who have different feelings, knowledge, and abilities. I encouraged people to show respect for the feelings, knowledge, and abilities of others.	I tried but I did not really understand the different feelings, knowledge, and abilities of others well enough to communicate effectively with them. I did little to encourage others to show respect for these differences.	I did not communicate well with people who have different feelings, knowledge, and abilities. In fact, I communicated that I do not care about their differences.
Clarity of Self-reflection	I made clear, general conclusions from the specific pieces of the screening process; the conclusions make sense, are grammatically correct, and show that I understand how to think about and combine specific information and observations to come to interesting general conclusions.	I made general conclusions from the specific pieces of the screening process; the conclusions generally show I have used the information or observations in a way that make sense. 1-2 grammatical errors.	I made conclusions from the specific pieces of the screening process and described how I used the information, but some conclusions and descriptions don't make sense. 3-4 grammatical errors.	I made conclusions that do not make sense, and I can't really describe how I used the information and observations. Multiple grammatical errors.

(Rubric adapted from Marzano, Pickering, and McTighe, 1993)

Appendix E: Sample basic assessment mini-unit questions from Final Exam

These sample exam questions are actively planned to be used for Spring 2021. If interested in sample exam questions for academic teaching purposes please email: jenicaj@andrews.edu.