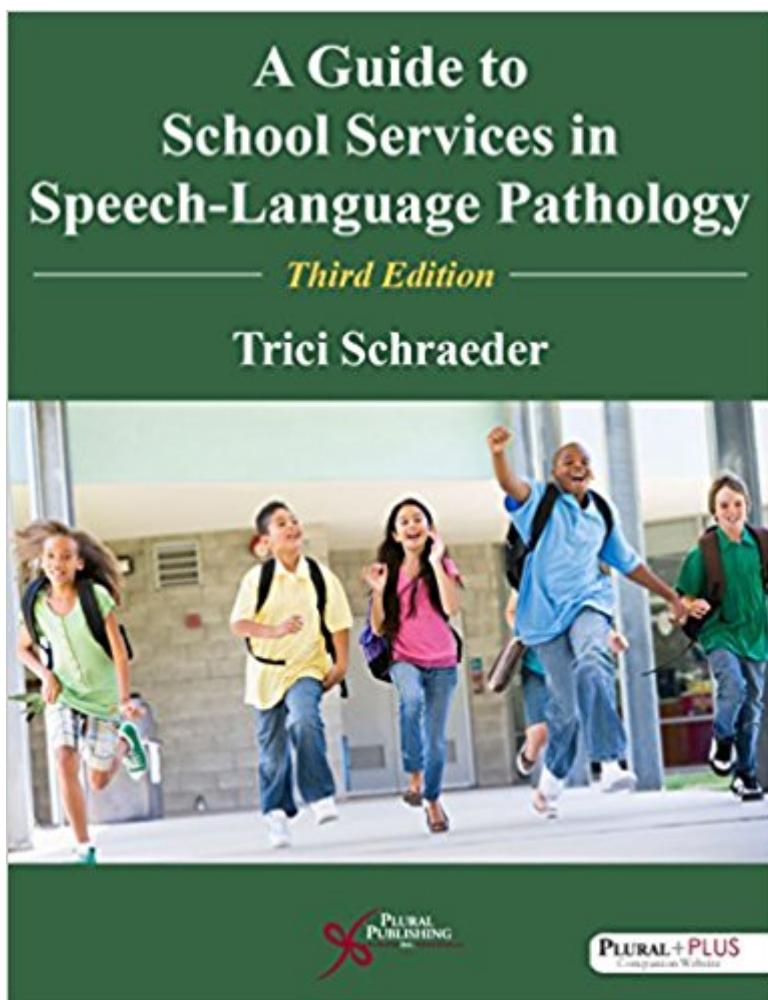


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A Guide To School Services In Speech-Language Pathology, Third Edition



Synopsis

A Guide to School Services in Speech-Language Pathology, Third Edition serves as an introductory overview for the college student who is ready to embark on his or her school-based student teaching experience, and thus is ideal for instructors of methods courses preparing practicum students for school-based experiences. Not only is it an excellent text for novices to the field, but also a very useful resource for the practicing, school-based speech-language pathologist. Beginning with history related to school-based speech-language pathology services including a discussion of legal mandates (e.g., the Individuals with Disabilities Education Improvement Act, No Child Left Behind Act, Every Student Succeeds Act, and the Americans with Disabilities Act) the text then delves into a description of service delivery models, an introduction to the concept of a workload analysis approach to caseload standards in schools and example implementation strategies, a display of concrete, real-life, success stories, and an offering of strategies for using evidence-based practice, proactive behavior management, conflict resolution, professional collaboration, conferencing and counseling skills, cultural competencies, goal writing, informal assessment procedures, and creating testing accommodations. A new chapter provides the evidence base for links between language, literacy, and the achievement of school standards. This chapter is a must-read for every school speech-language pathologist. Real-life scenarios based on experiences shared by public school speech-language pathologists give the reader concrete examples upon which to scaffold the complex professional concepts. Chapter summaries provide an overview of the major points presented. Questions at the end of each chapter are designed to engage the reader in analysis and comprehension of material, and vocabulary related to each chapter is conveniently defined at the start of each chapter so that the reader can better grasp the subject matter within. Features new to this third edition include: A chapter on linking language, literacy, and the Common Core State Standards Pertinent information about the Every Student Succeeds Act of 2015 The addition of 4 online resources The addition of 10 new evidence-based practices The addition of over 130 new references An updated appendix of free Apps A PluralPlus companion website that includes the Oral Language Curriculum Standards Inventory grade-by-grade expressive language checklists that align to grade-by-grade oral language curriculum standards NOTE: This book comes with supplementary content on a PluralPlus companion website. If you purchase or rent a used copy of the printed book, the code to access the website printed inside the book may have been previously redeemed/used or be incorrect and you will not be able to use it. To guarantee access to the website, it is recommended you purchase a new copy of this book directly from or the publisher, Plural Publishing.

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Customer Reviews

Trici Schraeder, MS, CCC-SLP received her BA and MS degrees from the University of Wisconsin-Madison. She completed her Clinical Fellowship for her Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) in medical settings in 1975-76; worked as a school-based speech-language pathologist for 14 years in Wisconsin public schools; and has held a teaching appointment at the University of Wisconsin-Madison since 1989. Trici is a past Vice President of School Services for the Wisconsin Speech-Language Pathology and Audiology Professional Association (WSHA-P); was a recipient of the WSHA 2002 Outstanding Service Award; was the first appointed Wisconsin State Education Advocacy Leader (SEAL); and is a four-time recipient of an Award for Continuing Education (ACE) from ASHA. Trici served on the ASHA ad hoc committee that created the Position Statement, Technical Report, Guidelines, Implementation Guide, and Teleweb/CD Seminar related to the workload analysis approach to caseload standards in public schools. Trici also served as the chair of the ASHA ad hoc committee that created the professional performance review process for the school-based speech-language pathologist. Trici has served on several Wisconsin Department of Public Instruction ad hoc professional committees and has been a speaker at numerous state and national conventions including ASHA conventions in Seattle, Washington D. C., New Orleans, Chicago, Atlanta, and Miami. She served a three-year term as an editorial consultant for the Journal of Language, Speech, and Hearing Services in Schools. Her research has been published in

numerous peer-reviewed journals including the American Journal of Speech-Language Pathology, Seminars in Speech and Language, Texas Journal of Audiology and Speech Pathology, and Exceptionality Education Canada.

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