

## STAFF DEVELOPMENT COMPONENT INFORMATION

<b>COMPONENT TITLE:</b>	Developing Speech, Comprehension and Spoken Language in DHH Students - ESE <b>(RESTRICTED ACCESS)</b>
<b>IDENTIFIER NUMBER:</b>	2105005
<b>MAXIMUM POINTS:</b>	60
<b>GENERAL OBJECTIVE:</b>	To provide professional knowledge and skill development to staff working with DHH students.
<b>RESEARCH BASE:</b>	Beck, McKeown and Kucan (2002). <i>Bringing Words to Life: Robust Vocabulary Instruction</i> .  <i>Language-Reading Connection for SLPs</i> (2006) In-service presented by Project CENTRAL and FL DOE  Auditory Consultant Resource Network (ACRN) Boys Town National Research Hospital (2007) <a href="http://www.boystownhospital.org/Cochlear/Pediatric/eot.asp">http://www.boystownhospital.org/Cochlear/Pediatric/eot.asp</a>  Koch, M. (2006) <i>Bringing Sound to Life: Principles and Practices of Cochlear Implant Rehabilitation. Advanced Bionics</i> .  See the Sound - Visual Phonics (1996). International Communication Learning Institute.  Program Considerations for a Child with a Cochlear Implant in the Oral/Mainstreamed Classroom. (2003) Boston Center for Deaf and Hard of Hearing Children.

### SPECIFIC OBJECTIVES:

Within the duration of the component, participants will:

1. Identify and implement auditory and spoken language assessment protocols.
2. Develop and implement individual communication profiles for DHH students.
3. Identify and implement auditory transition strategies during communication intervention and instruction.
4. Identify and implement visual phonics during reading instruction and speech development.
5. Identify and define explicit vocabulary instruction methods and strategies.
6. Implement explicit vocabulary instruction using presented strategies and methods.

7. Identify and implement comprehension strategies supported by research.
8. Identify and apply different types of curriculum to instruction and intervention.
9. Identify and use meta-linguistic and meta-cognitive strategies in therapy and instruction.
10. Identify language-based targets for implementation in therapy, small group, and classroom intervention.
11. Identify and define academic and social participation targets for intervention.
12. Identify and define team teaching strategies for classroom implementation.
13. Implement reading and writing intervention programs consistent with current directives.
14. Incorporate adopted curriculum content and skills in therapeutic intervention and instruction.
15. Collect and synthesize annual data on communication, academic and language progress of students.

### **DELIVERY PROCEDURES:**

1. Attend staff development workshops on Professional Development Days, Teacher Work Days, and/or after-hours meetings as scheduled annually.
2. Read and discuss research and select materials applicable to the activities.
3. Read and discuss curriculum and Sunshine State Standards to become familiar with their contents.

### **EVALUATION OF PARTICIPANTS:**

Participants will demonstrate a minimum of 80% mastery of each objective targeted in a scheduled activity as measured by:

1. Evaluation of select products developed by participants.
2. Pre- and post-tests will be administered for each planned workshop targeting selected objectives.

### **FOLLOW-UP ACTIVITIES:**

Participants will submit:

1. Completion of lesson/unit development using targets presented. Student performance data will be submitted for select targets.

### **COMPONENT EVALUATION:**

Participants will assess the degree to which the professional development procedures address the specific objectives of the component and will make recommendations through the evaluation instrument.