



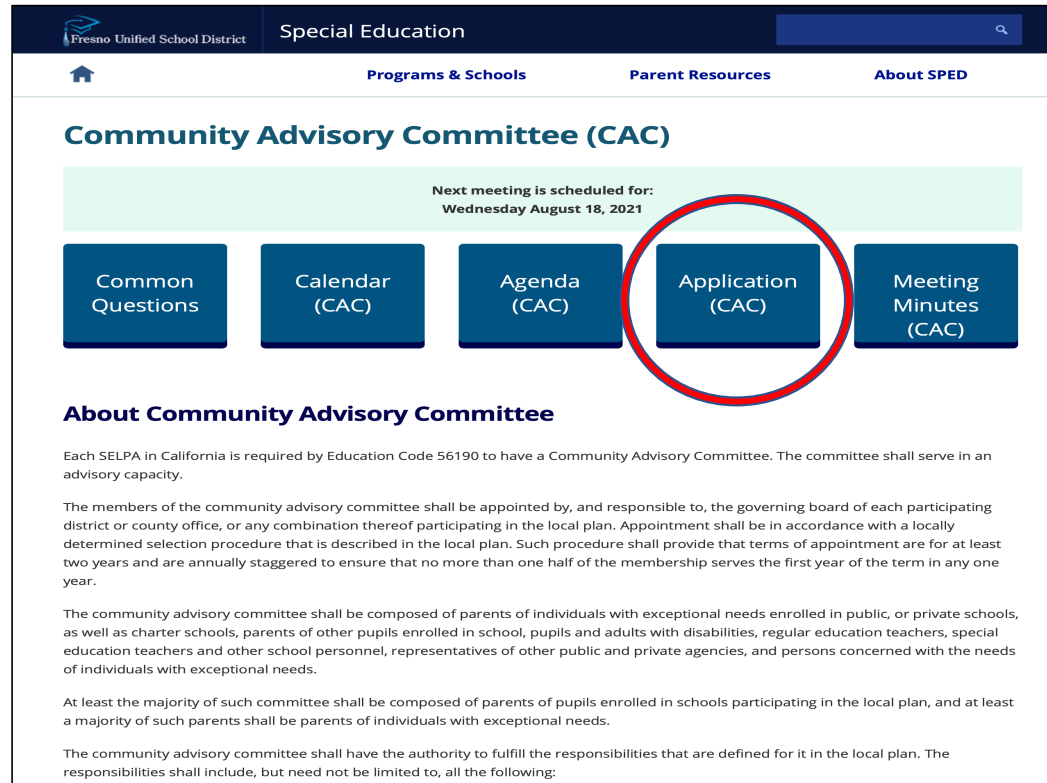
Community Advisory Committee Meeting

September 22, 2021

Roll Call and Call to Order

- **Welcome, Introductions, and Business**
- **Working Respect Agreement**
- **Review Agenda**
 - **CAC Business: CAC Membership Application, Review and Approval of Meeting Minutes, and Review Bylaw Revision Process.**

CAC Membership Application



Fresno Unified School District Special Education

Home Programs & Schools Parent Resources About SPED

Community Advisory Committee (CAC)

Next meeting is scheduled for:
Wednesday August 18, 2021

Common Questions Calendar (CAC) Agenda (CAC) **Application (CAC)** Meeting Minutes (CAC)

About Community Advisory Committee

Each SELPA in California is required by Education Code 56190 to have a Community Advisory Committee. The committee shall serve in an advisory capacity.

The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the local plan. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public, or private schools, as well as charter schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

The community advisory committee shall have the authority to fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:



CAC Application

[CAC Main Page](#) | [CAC Agenda Page](#) | [CAC Calendar Page](#) | [CAC Questions Page](#) | [CAC Meeting Minutes](#)

Para version en español favor de ir a [CAC Pagina de Aplicación en español](#)

Tsi Ntsees Rau Hmoob thov mus rau qhov [Nplooj Ntawv CAC Application Hmoob](#)

Anyone can attend the Community Advisory Committee meetings but all CAC members are expected to attend its monthly meetings. Please consider the commitment you are making prior to volunteering to become a member for CAC. Just fill-out the application below and submit it to the CAC Committee.

Membership Type:

- Parent
- Educator
- Agency Employee
- Community Member

Your Name (* required)

Your Email (* required)

Street Address (* required)

City (* required)

State (* required)

Meeting Minutes

Review and Approval: August Meeting Minutes

Bylaws Updates

Ivan Flores
CAC Secretary

Special Topic: Communication

Cristin Hubbell

Teacher on Special Assignment

Stacey Kapigian


Paraeducator

Carl D'Souza

SLP Lead

A large orange shape on the left side of the slide, consisting of a vertical rectangle on the left and a quarter-circle on the right. The text is centered within this shape.

Assistive Technology Team Supports for AAC

- Provide support with AAC assessments
 - Support SLP's with choosing the correct vocabulary
 - Provide Training to Families, Teachers, and DIS staff
 - Device maintenance
 - Programing and customizing their vocabulary
 - Support with transition assessments for students 18-22
- 
- A decorative yellow dashed line in the bottom right corner, consisting of several short, curved segments.

AAC Assessments for our Adult Students Transitioning out of FUSD

- The process should start for when a student turns 19 or sooner
- An Certified SLP who is Asha certified has to complete the Assessment process
- Most companies have a funding website that walks them through the process
- The devices can be funded by private insurance or Medicare/Medicaid
- Insurance companies are looking for medical necessity
 - i.e, if a medical condition, such as Cerebral Palsy , limits your students ability to speak.
- School Districts are looking for educational necessity
 - i.e, when an AAC device allows the student to participate in a Free and Public Education (FAPE)



AAC Club at FUSD Adult Transition Program

- The club has two groups that meet every Tuesday
- Student's participate in whole group activities using their communication devices
- Teacher, para professionals, and DIS staff such as OT, SLP, and DHH teachers help the students while learning the vocabularies as well.
- ATP has 32 students on devices and will be getting more



sun



cloud



rain



wind



hot



cold



snow



cool



warm



flood



fog



rainbow



ice



hurricane



lightning



thunder



tornado

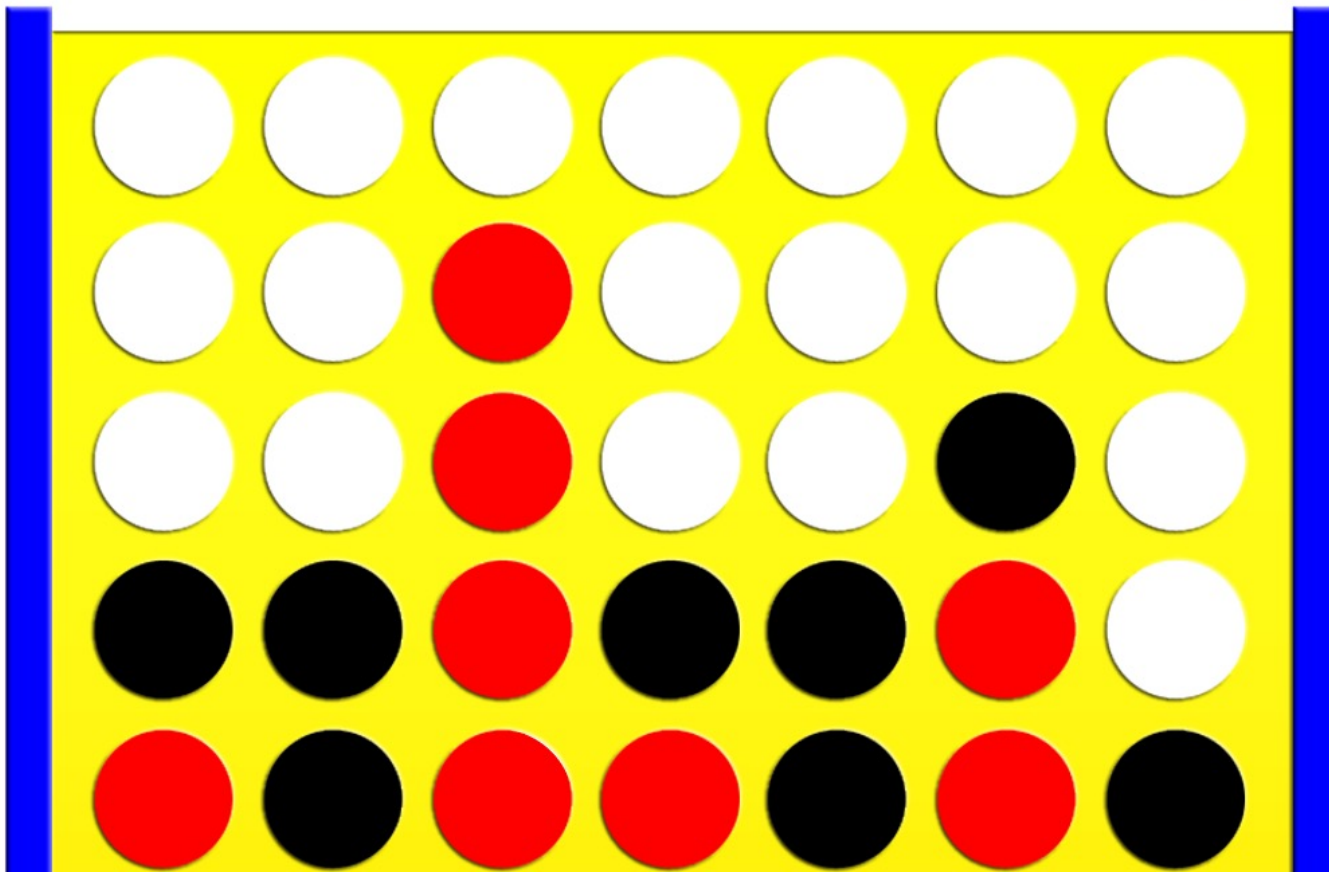


go



DANCE!!!

Connect 4

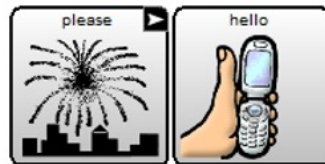


Question A1

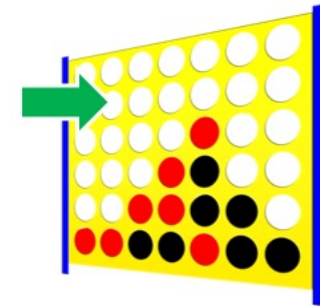
How do you say,
“hello?”



Touch Chat 42



LAMP







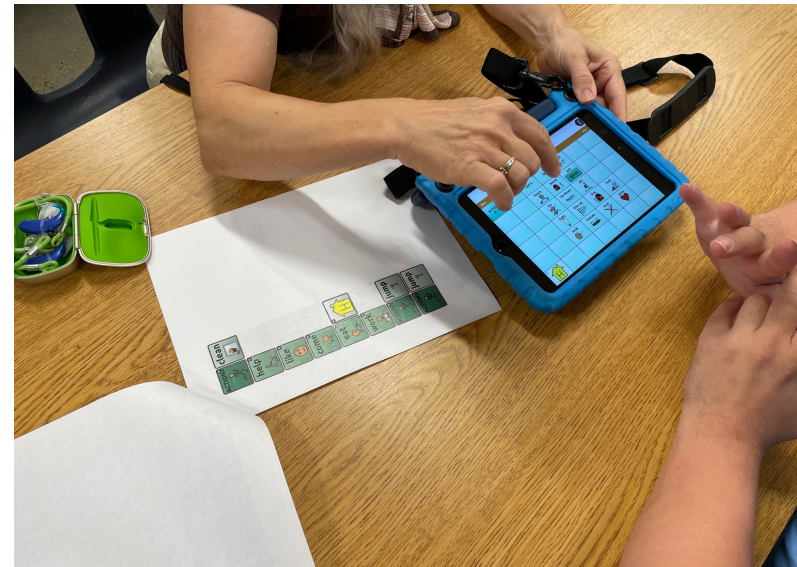
Find “stop”



stop



BACK



School-Based Speech-Language Pathologists:

Who We Are and What We Do

The following slides were compiled with information obtained from the following websites:

<https://www.virtuallabschool.org/learn>

<https://www.asha.org>

<https://www.healthychildren.org>

A presentation for school personnel and parents.

Carl D'Souza M.A. CCC-SLP Carl.Dsouza@fresnounified.org
Misty Carlson M.A. CCC-SLP Misty.Carlson@fresnounified.org

Fresno Unified School District
District Lead Speech-Language Pathologist



Speech- Language Pathologist (SLP)



SLPs receive specialized preparation and training through masters or doctoral education programs. Highly qualified SLPs hold the ASHA Certificate of Clinical Competence (CCC).

School-Based SLPs Diagnose and Treat Speech, Language, and Swallowing Disorders



- A speech-language disorder is an impairment in the ability to understand and/or express thoughts and ideas.
- It may affect speaking, reading, writing, processing information or interacting socially.
- Feeding and swallowing disorders interfere with the ability to safely eat and swallow food and liquids and impacts overall well-being and educational performance of students.

Speech-Language Pathologists Diagnose and Treat:



Speech sound disorders that may be characterized by:

- Substitutions (e.g., "fink" for "think")
- Omissions/deletions (e.g., "ca" for "cat")
- Distortions –sounds are altered or changed (e.g., lisp "th" for "s" or lateral lisp)
- Additions (e.g., "buhlack" for "black")

Speech-Language Pathologists Diagnose and Treat:



Childhood Apraxia of Speech, which may be characterized by:

- Inconsistent sound errors on consonants and vowels
- Inappropriate prosody
- Pausing between sounds, syllables, or words

Speech-Language Pathologists Diagnose and Treat:

Spoken language disorders, which may include difficulties with:

- Phonological skills (e.g., learning and producing sounds, associating letters and sounds)
- Morphology and syntax (e.g., formulating sentences, correct use of grammar and word endings)
- Vocabulary and word finding
- Listening and comprehension



Speech-Language Pathologists Diagnose and Treat:



Social communication disorders, which may include difficulties with:

- Pragmatics
- Social cognition and interaction
- Language processing

Speech-Language Pathologists Diagnose and Treat:

Cognitive-communication disorders, which may include difficulties with:

- Learning
- Memory
- Perception
- Problem solving



Speech-Language Pathologists Diagnose and Treat:

Voice and resonance disorders, which may be characterized by:

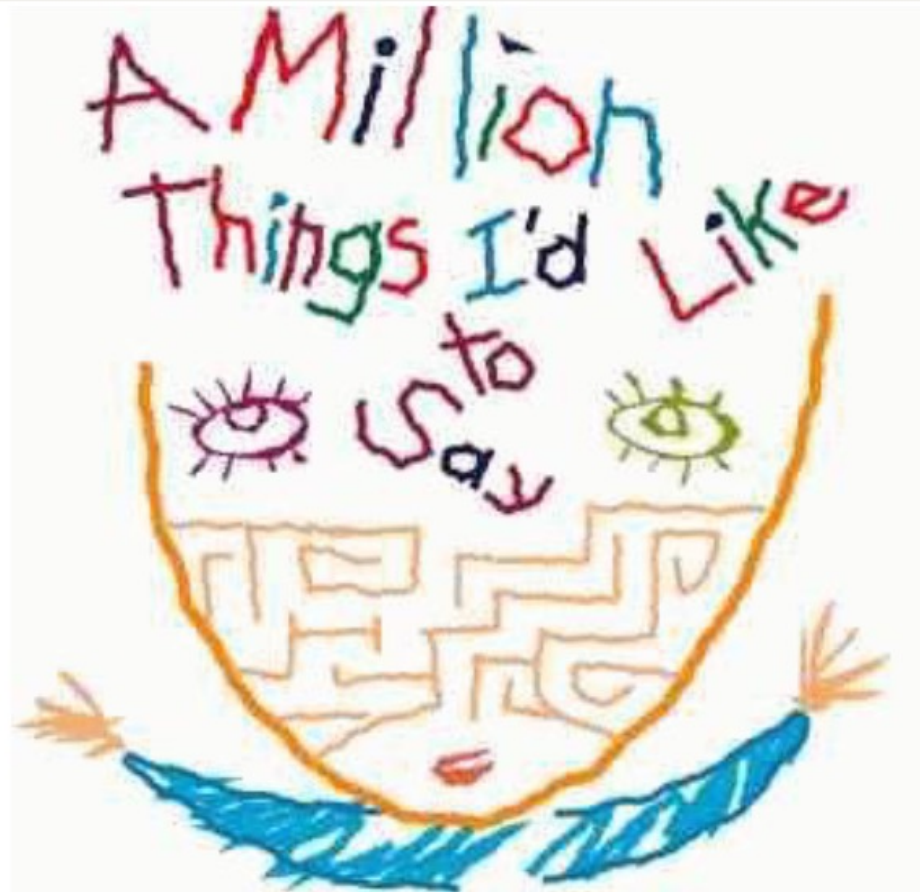
- Pitch that is too high or low
- Hoarse, raspy quality
- Loss of voice
- Abnormal resonance (e.g., hypernasality, hyponasality, or cul de sac resonance)



Speech-Language Pathologists Diagnose and Treat:

Fluency disorders,
which may include
difficulties such as:

- Stuttering
- Cluttering



Speech-Language Pathologists Help Students

To have a voice and communicate with an augmentative or alternative communication (AAC) system.

AAC systems may be:

- High tech or low tech
- Temporary or permanent
- A tool to facilitate natural speech and reduce challenging behaviors due to communication breakdowns



Speech-Language Pathologists Assist With Screenings



- Work as members of multi-tiered systems of support (MTSS) teams and collaborate with teachers and families.
- Select and implement universal screening measures and interventions in areas such as literacy.

Speech-Language Pathologists Work With Staff, Families, and Other Professionals



- Collaborate with teachers, parents, administrators, and support staff
- Provide training to staff and families
- Serve as case manager
- Supervise paraprofessionals, student SLPs, and Clinical Fellows

Collaborating with
school wide staff
and families

- Language rich environments
- Responsive adults
- Modeling at their age
- Intentionality
- Multiple opportunities
- Repetition
- Family involvement
- Schedules/Labels
- Communication for all



Creating a
Language and
Communication
Rich Environment



Speech-Language Pathologists Develop, Implement, and Monitor Individualized Education Programs

- Help develop Individualized Education Programs (IEPs)
- Plan and implement intervention based on IEP goals
- Collect data on student progress toward IEP goals
- Complete compliance paperwork (e.g., therapy logs, Medicaid billing)
- Attend IEP meetings



Daily Schedule

8:00-8:15- welcome,
block center buckets



8:15-8:30- circle time
and center train



8:30-9:15

Speech-Language Pathologists Are Required To:



- Remain current on ASHA practice policy as well as federal, state, and local directives
- Attend professional development courses to maintain state licensure and ASHA certification (CCC)
- Uphold ASHA Code of Ethics as well as code(s) for all states in which they practice.

Where does Augmentative and Alternative Communication (AAC) fit into roles of an SLP?

- AAC is language/communication which is included in our education and recognized globally by SLPs
- What does AAC really mean?
- How do SLPs assess for AAC?
- Making Recommendations?
- Collaborating with staff, specialists, and families
- Generalizing to all environments
- Increasing language and communication
- Types of AAC and access

Building Capacity

One of our goals as a department is to build the AAC knowledge and capacity for all SLPs; not just having a few experts or go to SLPs. The “Building Capacity” model allows us to have a greater impact on the students and families we serve throughout the entire district. With each of us owning the work at our sites, it not only creates an atmosphere of continued learning, it also sets the culture for the campus that it is a Team approach with various providers supporting the needs. This will be a 3-5 year phase in goal:

- Year 1—Build Capacity of SLPs with High Quality AAC professional Learning; Build confidence in SLPs ability to conduct AAC assessments; Increase AAC Assessments completed by SLPs; Increase AAC supports and technology to students and staff from SLPs; increase quantity of iPads available for SLPs to conduct AAC assessments
- Year 2—Continue with Year 1 goals; Partner with DCCC and 2-3 FUSD sites to increase classroom implementation of AAC throughout the day

Encouraging Speech and Language Development

Listen Before Responding
(Wait time)

Ask questions

Look at books

Model and expand

Play

Talk about/label feelings
emotions

Don't forget about PLAY!!!

Nurtures
development

Fine and gross motor
skills

Reciprocal
interactions/ Turn
taking

Builds relationships

Teaches cooperation

Teaches problem
solving

Stimulates creativity

Builds
communication
Pragmatic/Social
Skills

Child directed play

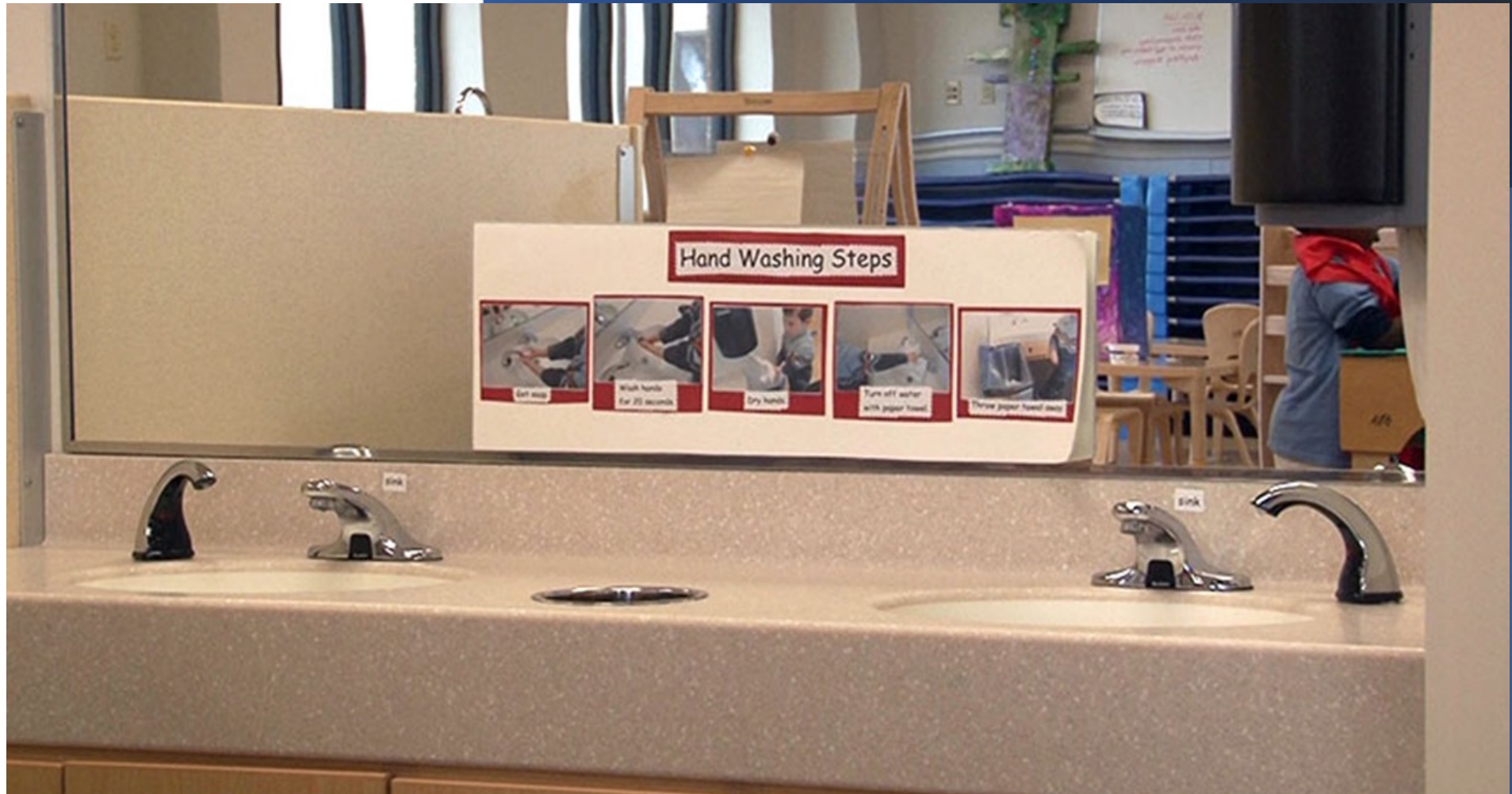
Have a
beginner/don't know
mindset

Keep it age
appropriate

Harmful effects of
play deprivation

What's next...I have potential concerns about my child or a student

- Communication is key...talk to your pediatrician and school site staff about your concerns
- Prior to a SpEd referral, all GenEd resources should be attempted along with modifications and accommodations...MTSS/RTI/Interventions
- Collaborate with your site teacher, SLP and Team to determine if an SST is warranted
- If necessary there are procedures allowing the SLP to observe and screen
- Remember EdCode has eligibility guidelines that MUST be adhered to in order to avoid discrimination and disproportionality against any group
- If the site has exhausted all interventions and the student still presents with academic concerns, the SST may refer the student to SpEd Team



Appreciation

Thank you, our presenters!

Cristin Hubbell

Stacey Kapigian

Carl D'Souza

Parent – Community Forum

Michelle Smith

CAC Chair

Closing and Adjournment

- **Remarks**
- **Adjournment**
- **Next CAC Meeting:**

Wednesday, October 20

Location TBA



We appreciate your attendance.

Thank you!