

The SLP's Role in the Common Core State Standards

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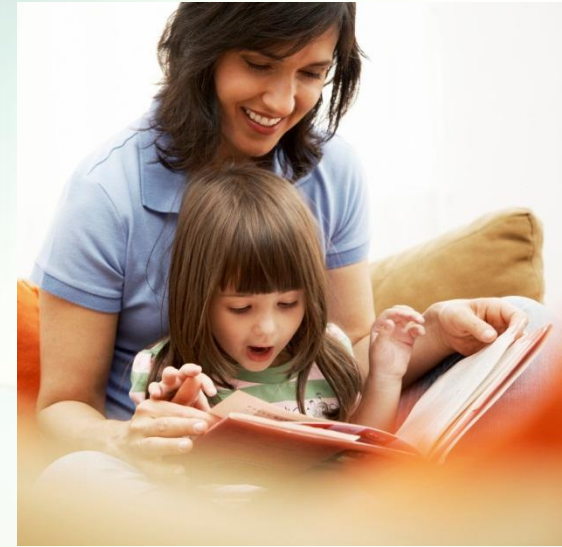
Introduction

- The Common Core State Standards recognize the role of oral language development as the foundation of reading development.
- Language is the foundation for all learning.
- SLPs have an expertise in language development.

Introduction

- “Children’s oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode.”

Catts, Adolf, & Weismer (2006).



Introduction

- Therefore, the SLP plays an important role in the success of students with communication disorders
- The SLP can also play a role in the success of all students
- We are not just the “Speech Teachers”

Overview of Presentation

- Define the linguistic demands of the CCSS
- Review critical communication skills for student success
- Overview of how speech and language goals can incorporate the CCSS
- Provide information about tools for SLPs
- Discuss how SLPs can support teachers



Common Core State Standards

- Don't define how to teach
- Designed to be robust and real world
- Higher emphasis on expository text
- Integrated model of literacy
- Insistence that instruction in reading, writing, speaking, listening and language is a shared responsibility throughout the school.

Application of the CCC to SWDs

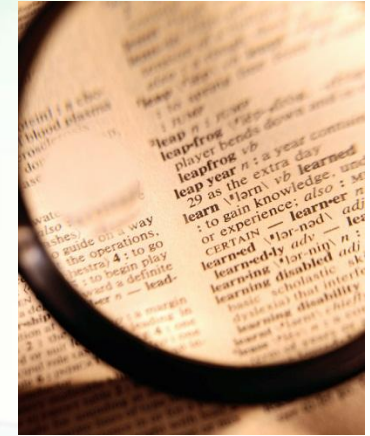
- Students with disabilities must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Terms to Know

- Reading vs. Literacy
 - Reading is print awareness, letter recognition, phonological awareness, phonics, encoding and decoding
 - Literacy is the ability to read, write, and speak so that one may function on the job.



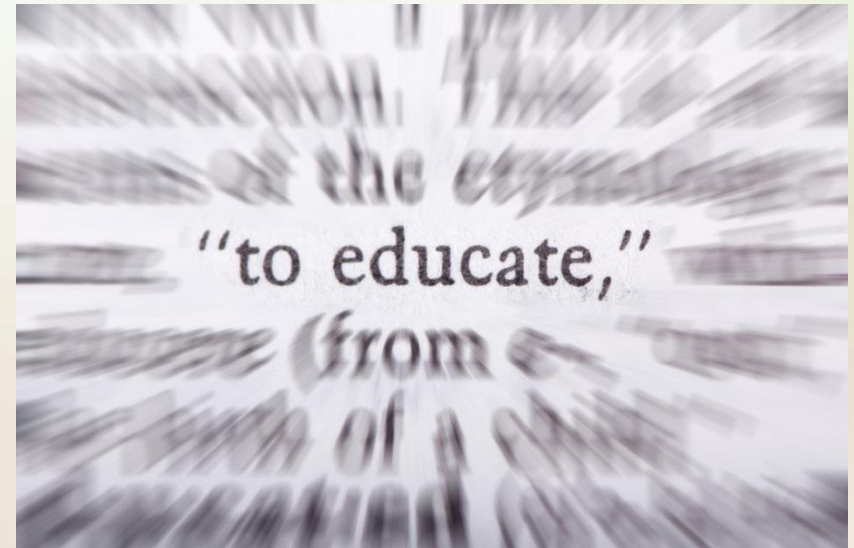
Terms to Know



- Conversation vs. Academic Language
 - Conversation consists of basic communication skills. It is personal and generally informal, contextualized
 - Academic language is the language used during instruction. It is impersonal and formal as well as decontextualized

Terms to Know

- Literature vs. Expository Text
 - Literature - fiction
 - Expository - nonfiction



Nearly every standard relies on underlying language skills.

Metacognitive
Abilities

Linguistic
Abilities

Related
Cognitive
Abilities

Metalinguistic
Abilities

Examples

- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS and Underlying Language

- First Grade Literacy (Reading Literature): Ask and answer questions about key details in a text.
- Fifth Grade Literacy (Reading Informational Texts): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Eighth Grade Literacy (Writing): Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS and Underlying Language

Define

Ask and
Answer

Explain

Analyze

Describe

Compre-
hend

Compare
and
Contrast

Critical Communication Skills

- Basic Language skills (syntax, semantics, phonology)
- Complex language skills (comparing, narration, exposition)
- Comprehension of Complex Sentence Structures
- Understanding Inferences

SLPs Support Language Skills

- SLPs have fundamental expertise in evaluating and remediating communication, language, and critical thinking skills
- SLPs Scope of Practice includes contributing to the literacy achievement of students with communication disorders as well as students at risk for failure

The Big Three for SLPs

- Language Standards
- Listening and Speaking Standards
- Reading Standards

Language Anchor Standards

- Conventions of Standard English
 - Knowledge of language
 - Vocabulary acquisition and usage
- ★ SLPs are trained to help students learn grammar (syntax), sentence structure, vocabulary and conversation.

Listening & Speaking Anchor Standards

- Comprehension and collaboration
 - Presentation of knowledge and ideas
- ★ SLPs are trained to teach language skills such as discourse, pragmatics, describing, retelling, summarizing, and presenting

Reading Anchor Standards

- Key ideas and details
- Craft and structures
- Integration of knowledge and ideas
- Separate standards for reading Literature vs. Informational text

★ Comprehension, narratives, questions, summarizing, analyzing, inferences, story elements

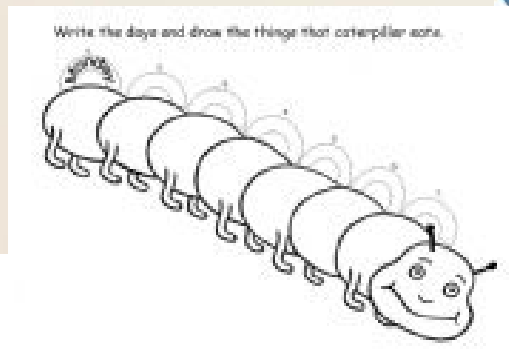
Tools for Assessment

- Narratives
- Progress Monitoring for Story Retell tasks
- Curriculum-based Assessment of Oral Language
- GO SSLP Checklists



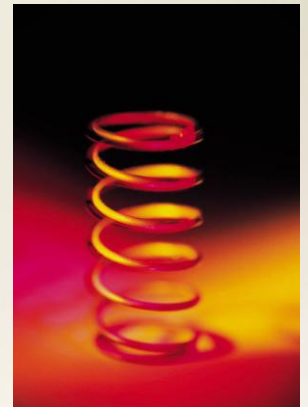
Tools for Supporting Language

- Story Grammar Markers
- iPad apps
- Graphic Organizers



Aligning Goals to CCSS

- According to the CCSS, each SWD should have an IEP “which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.”
- Spiral nature of the standards - work backwards
- Unpacking the standards (Power-deFur & Flynn).



Steps for Aligning Goals (Unpacking the Standards)

1.

- Review the content standards for the student's current grade and previous grades.
- Focus on the skills underlying the standards.

2.

- Examine the data.
- Determine where the student is performing in relation to the standards.

3.

- Review the student's IEP and PLOP
- Review the annual goals, accommodations and modifications.

Steps for Aligning Goals (Unpacking the Standards)

4.

- Review classroom instructional materials
- Determine how the classroom materials can be integrated into therapy sessions

5.

- Collaborate with teachers
- Strategies and supports for mastering skills work best when both teachers and SLPs are using them

6.

- Design and implement intervention
- Develop speech-language intervention lesson plans that target the identified curriculum measures

More Hints for Standards-Based IEPs

- Establish measurable goals.
- Determine most appropriate assessment option
- Identify the specially designed instruction required to meet the goals
- Assess progress throughout the year

SLPs Support Teachers

- Collaboration
- Education/In-services
- Incorporate curriculum into individual speech and language sessions
- Consult with teachers
- Provide interventions and data collection procedures for struggling students.

SLPs Support Teachers



- Support curriculum mastery
- Provide information regarding normal language development
- Explain and clarify language issues associated with the standards
- Determine if behavioral and/or academic problems are language based.
- Help teacher learn to scaffold.

Example

- Kindergarten level book
- “I am a penguin baby.”



Summary

- SLPs must become knowledgeable of the CCSS
- SLPs and teachers need to work together to coordinate supports
- SLPs should increase services in regular education setting

Summary

- SLPs should increase the relevance of therapy to the curriculum - Re-envision interventions from an academic perspective
- Align speech/language goals with the CCSS

Resources

- www.corestandards.org
- www.gadoe.org
- www.gosslp.org
- www.asha.org



Questions?



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