



The SLP and The Common Core

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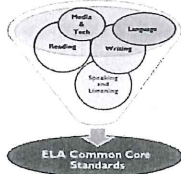



Objectives

Part 1: JCPS Framework for ELA (English Language Arts) and Curriculum Maps for Common Core State Standards 2014-2015 grades K-12

Part 2: How to write an IEP using the Common Core State Standards

Part 3: Examples of IEPs that have used the Common Core State Standards



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Steps to Take to Access CCSS for JCPS K-12

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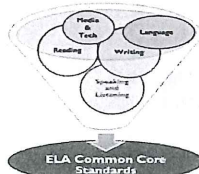
1. JCPS Homepage
2. Employees
3. JCPS Online-put in ID and password
4. Under Community Groups: K-12 all content areas (you may have to join)
5. ELA (English Language Arts)
6. Choice between: elementary, middle, or high
7. Choose curriculum framework or curriculum maps by cycles
8. Choose specific grade

Part 1: ELA Framework of CCSS

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Foundational skills standards:


- ✓ **Reading**
- ✓ **Writing**
- ✓ **Speaking and Listening**
- ✓ **Language**




Examples of Danielson's Framework for Teaching for SLPs:

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- Recognizing the relationship between sounds, syllables, and spoken words
- Word analysis and decoding skills
- Use of strategies to make sense of key ideas and details
- Knowledge and appropriate use of Language (using language effectively and recognizing language varieties-speaking in complete sentences, engaging your audience, etc.)
- Includes language skills such as syntax, vocabulary, pragmatics, and grammar.



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Role of Speech-Language Pathologists

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- Speech-Language pathologists play a critical role in enabling the success of children with speech-language impairments.
- Using our knowledge of language, SLPs can integrate the language expectations of the standards with the speech-language skills of the students.
 - o Providing interventions, accommodations, and supports to facilitate success

Examples of ELA Standards Across Grade Levels

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Speaking and Listening Standards:

- Kindergarten:
 - ❖ SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 3rd Grade:
 - ❖ SL.3.2: Determine the main ideas and supporting details of a text read aloud.
- 6th Grade:
 - ❖ 1 d. Paraphrasing key ideas
- 9th Grade:
 - ❖ 1 d. Summarize points of agreement and disagreement and make new connections.



Educational Relevance of Core Content Standards


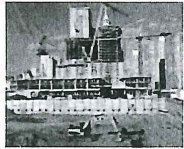
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- Needs to be a reflection of and closely tied to what is happening in the classroom.
- Previous knowledge and literacy exposure is an important factor in mastering core content standards (looking at the gap).
- Creating products (student work) with the vocabulary.
- Collaborating on assignments in the classroom.

English Language Arts Standards

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- ELA standards for each grade build on the foundation from previous grades.
- May need to look back at previous grade level framework/curriculum map to assess differences between grade levels.

CCSS expectations for reading, writing, speaking, listening, and language

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- Comprehend and evaluate texts
- Construct arguments and convey intricate information
- Strong content and knowledge
- Adapt communication to varying demands of audience, task, purpose, and discipline
- Use technology strategically and capably
- Understand other perspectives and cultures

Common Core Focus for Reading and Writing

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Reading	Writing
<ul style="list-style-type: none"> • Focuses on the reading continuum from foundational skills to fluency and integration of knowledge. Areas include phonological awareness, answering key details, identifying main ideas, description, comparing and contrasting, sequencing, and retelling. 	<ul style="list-style-type: none"> • Focuses on written compositions of a variety of genres (for example: narratives, explanatory, and arguments). Areas include sequencing, linking words, description, and comprehension.

Common Core Focus for Speaking/Listening and Language

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Speaking and Listening	Language
<ul style="list-style-type: none"> • Focuses on oral and receptive and expressive language skills. Areas include syntax, pragmatics, narrative skills, and comprehension. 	<ul style="list-style-type: none"> • Focuses on grammatical conventions and vocabulary. Areas include vocabulary acquisition, syntax, morphology, and higher-level language skills such as multiple meaning words.

Use the common core in a number of ways:

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- Refer to them to write grade level Individualized Education Program goals.
- Use the standards to help guide informal assessments. Take a language sample and compare to the standards' Language section or do some classroom observations to understand academic impact.
- The following could be used to enhance staff knowledge of role of SLPs and the connection to core content: in-service at faculty meeting, informational handouts, and discussions during SBARC meetings. This could help with collaboration, response-to-intervention, and moving toward working with educational staff to increase student success.

Application to students with disabilities

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- The CCSS Initiative is inclusive of students with disabilities.
- The Initiative emphasizes that "students with disabilities...must be challenged to excel within the general curriculum" (Common Core Standards Initiative, 2011).
- The key for success of students with disabilities is how the special education professionals use the standards to enable their success



Linking general education and special education

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- Standards are designed so all students can access them.
- Special education personnel provides access to the standards through application of universal design for learning principles.
- While teachers are experts in curriculum, SLPs are experts in adapting and differentiating the curriculum based on the students' needs (the perfect educational marriage).



The "Ideal" IEP Process

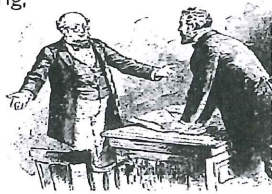
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1. Review all assessment information-both standard and nonstandard- including portfolios and work samples
2. Collaborate in advance-look with the teacher at grade level standards and say "they can do this" or "they can't do this"
3. Evaluate areas of need as they relate to the CCSS (Educational Relevance)
4. Author the Present Levels of Educational Performance (drives the entire IEP)

"Ideal"

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The best laid plans often end with someone saying, "We should hire ninjas."



someecards
user card

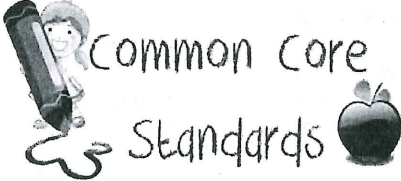
SLPs are an essential part of the team to help students meet high expectations and levels of learning!

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Part 2: How to Write an IEP using the CCSS

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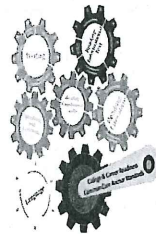


Common Core Standards

Impact of the CCSS on IEPs

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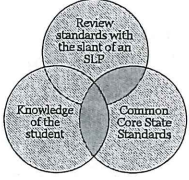
- **Focus on what is being taught and how**
- **What is foundational “beneath” the skills of CCSS (what are they missing to help meet the standard?)**
- **What can we add to improve on what’s being taught (different, better, and more integrated ways)**



The “Deep Structure” of the CCSS

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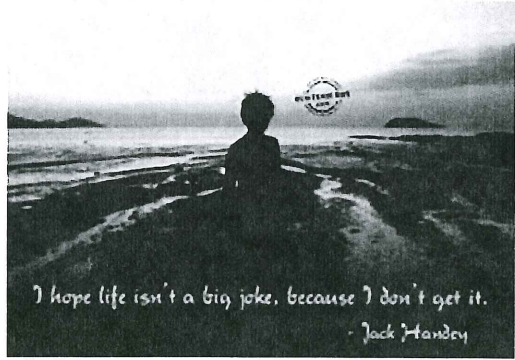
- Analyze and look for implications in the classroom, through the lens of the SLP in the areas of:
 - Syntax
 - Semantics and Pragmatics
 - Phonology and Morphology
 - Read
 - Writing
 - Speaking
 - Listening



Standards Setting Criteria

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- Essential- for academic college courses/workforce training
- Rigorous- reasoning, justification, synthesis, analysis, problem-solving
- Clear and specific- measurable
- Teachable and learnable- instructionally manageable
- Grade-by-grade- limited repetitions across grades

I hope life isn't a big joke, because I don't get it.
- Jack Handey

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Things to Consider When Authoring an IEP

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- Students current language level compared to grade level peers
- Strengths?
- Weaknesses?
- Where are the gaps?
- Academic language load needed to master the content in the classroom
- Students rate of learning (can we adjust intensity)
- Compare this information to the language standards.

Practical Tips for the Common Core IEP Process

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- Author goals that underlie the acquisition of the skills in the CCSS.
- Review previous grade levels CCSS (have they acquired these?)
- Don't simply copy the CCSS. Goals and objectives must be measurable and individualized.
- Consider:
 - Environment where student will best meet these goals (classroom vs. resource room)
 - Provide support needed for student success.

Should you write the standards as your IEP goals?

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- No. The standards are the general curriculum, and IEP goals need to be individualized to the unique needs of the student.



7 Steps to CCSS-Based IEPs

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1. Assess present performance level (both academic language and functional performance)
2. Choose a specific standard
3. Look at what you need for mastery
4. Analyze sub-skills (task analysis)
5. Develop goal
6. Write short term objectives and benchmarks
7. Monitor progress (implement therapy plan for target objectives)

Listening and Speaking Standards Address:

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- Comprehension and collaboration (day-to-day, purposeful academic talk in one-on-one, small group, and large group settings)
- Presentation of knowledge and ideas (formal sharing of ideas and concepts)
- Includes language skills such as discourse, pragmatics, describing, retelling, summarizing, presenting, adapting speaking, and point of view

Reading Standards Address:

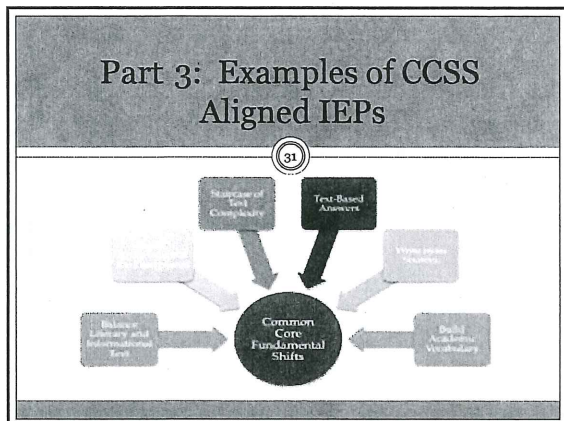
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- Key ideas and details
- Craft and structures
- Integration of knowledge and ideas
- Foundational reading skills: print concepts (K-1), phonological awareness (K-1), phonics and word recognition (K-5), fluency (K-5)
- Range of reading and level of text complexity
- Includes language skills such as narratives, comprehension, questioning, summarizing, analyzing, inferencing, story elements, evaluating, point of view, determining theme or central idea

Review of Key Points

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- The CCSS serve as the framework for academic instruction
- The language expectations of the CCSS are significant and can be used to guide your speech-language intervention
- Develop your interventions based on your analysis of the CCSS, classroom linguistic expectations, and the student's language skills
- Collaborate with the teachers, other professionals, and families to identify key language skills and intervention strategies



DON'T FORGET!

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Make sure to document any and all negative effects on your student's educational performance!

Examples:

1. Won't participate in oral discussions.
2. Doesn't socialize with friends.
3. Doesn't serve as a class leader.
4. Does not express understanding of academic content.
5. Does not verbally answer when called upon.

Examples of Development for 3rd Grade

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Area of strength	Area of Weakness	Standard	Examples
Vocabulary knowledge (Synonyms, Antonyms, and Homonyms)	Retelling a story with details	R.L. 3.2-Recount stories, fables, folktales	Sequencing
	Word meaning from context clues	R.L.3.4-Determine the meaning of words and phrases as they are used in text	I rapidly completed the easy test.
	Figurative language/use: Similes/ Metaphors	Distinguishing literal from nonliteral language	Pretty as a picture

3rd grade student Developing the PLEP: Dennis

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Thinking of:	Example:
<ul style="list-style-type: none"> • Conventions of English • Knowledge of Language • Vocabulary Acquisition and Use 	Dennis is able to understand simple synonyms, antonyms, and homonyms, but struggles with retelling oral stories with adequate details and sequence, determining meaning of unknown words in context, and identifying figurative language.

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Writing a CCSS-Aligned Goal



Given oral information, Dennis will improve oral expression by retelling stories with adequate detail and sequence and define unknown words and figurative language used in context with 80% accuracy over 3 sessions.

Short Term Objectives:

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- Given orally presented information, Dennis will retell an age appropriate story with appropriate sequence and detail with 80% accuracy for 3 sessions.
- Given orally presented information, Dennis will determine the meaning of unknown words using context clues with 80% accuracy for 3 sessions.
- Given orally presented information, Dennis will explain figurative language expressions with 80% accuracy for 3 sessions.

6th grade Middle School Student: Belle 

Strengths:	Weaknesses:
<ul style="list-style-type: none"> Language skills Voice Fluency Makes good academic grades. Supportive family 	<ul style="list-style-type: none"> Doesn't voluntarily participate in class discussions. Easily embarrassed by her speech errors. Speaks in a low voice (mumbles). Lateral Lisp for S/Z R distortions Doesn't socialize with peers. 

BELLE'S PLEP

Belle's strengths include language, voice, fluency, academic knowledge, and parent support. She does not voluntarily participate in class discussions. She never raises her hand to share in the classroom and is embarrassed by her speech errors characterized by lateral air emission for S/Z and distortions for all R and vocalic R sounds. She is producing S/Z correctly in words with direct models with 30% accuracy. She is producing pre-vocalic R words with 40% accuracy given models and cues. She currently can not produce any vocalic R sounds. Her mild articulation disorder limits her participation in class discussion, relationships with peers, and overall intelligibility.



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Goal aligned with core content standards:

Belle will correctly produce S/Z in short phrases/sentences when answering questions and produce pre vocalic R and AR sounds in words given models/cues from grade level text and vocabulary with 80% accuracy for 3 sessions.

Short term Objectives:


1. Belle will correctly produce S/Z in words given models and cues when reading from grade level text with 80% accuracy for 3 sessions.
2. Belle will correctly produce S/Z words without models when reading grade level text with 80% accuracy for 3 sessions.
3. Belle will correctly produce S/Z in short phrases/sentences when answering questions related to grade level text with 80% accuracy for 3 sessions.
4. Belle will produce pre vocalic R words and words containing AR given models and cues from grade level vocabulary with 80% accuracy for 3 sessions.

Case Study #1 DORA

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Dora is a female ELL Kindergarten student. Her parents are originally from Cuba and her native language is Spanish. Her parents primarily speak Spanish at home, but are learning some English and want Dora to be successful in school. This is Dora's first time in a formal school setting. She can follow directions and class routines. She has difficulty with vocabulary, answering questions, and forming sentences. She has difficulties discriminating between SH and CH and often deletes final S sounds.



DORA

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- Factors to initially consider?
- Assessment? What area(s)?
- PLEP on IEP
- Goal aligned with CCS
- Short term objectives




Please work in small groups to develop an IEP with:

1. PLEP
2. Annual Goal
3. Objectives

Case Study #2: Holden

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Holden is a 9th grade high school student who has been previously diagnosed with cerebral palsy. He uses wheelchairs to travel around school and home. He is serviced in the FMD program at his high school. Holden gets excited when he completes tasks, although he requires prompts. He likes to be as independent as possible. He knows cause and effect and can access high and low tech personal communication devices. He is very motivated to participate in social and academic activities.



HOLDEN

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- Factors to initially consider?
- Assessment?
- PLEP
- Goal aligned with CCS
- Short term Objectives



Please work in small groups to develop an IEP with:

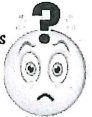
- PLEP
- Goal aligned with CCS
- Objectives

Your turn to develop:

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1. CASE STUDY
2. FACTORS TO CONSIDER
3. ASSESSMENT NEEDS
4. PLEP
5. ANNUAL GOAL ALIGNED WITH CCS
6. SHORT TERM OBJECTIVES

PLEASE SHARE WITH THE GROUP!



References

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- <http://csd.uncg.edu/wp-content/content/uploads/2012/12/ccss-and-speech-language-goals-1.pdf> Core Content Speech and Language Goals
- <http://www.corestandards.org/> (Common Core State Standards Initiative 2011)
- ASHA website on the Common Core- <http://www.asha.org/SLP/schools/common-core-state-standards-resources-and-references.htm>
- www.curriculumcorner.com
- http://dec.al.ga.gov/documents/attachments/content_standards/pdf

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- <http://www.gosslp.org/?21#Charts> Resources – Language Skills for the Common Core checklists by grade

Case Studies:



#1 DORA



#2 HOLDEN
