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MSHA Convention
Financial Disclosure

• The intent of this presentation is to provide information about developing and using a standards-aligned curriculum and assessment process. I may reference information that my company, Floyd & Floyd Associates, publishes and distributes. However, it is not intended as an advertisement.
CCC?

- Communication =
- Curriculum =
- Collaboration =
What is communication?

✓ Speaking
✓ Listening
✓ Reading
✓ Writing
✓ Gestures
<table>
<thead>
<tr>
<th>Language Systems</th>
<th>Receptive (Input)</th>
<th>Expressive (Output)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Listening Ears</td>
<td>Speaking Mouth</td>
</tr>
<tr>
<td>Secondary</td>
<td>Reading Eyes</td>
<td>Writing Hand</td>
</tr>
</tbody>
</table>
What is Curriculum?
OVERVIEW

• Rationale, Key Factors
• Process of Developing a Standards-Aligned Assessment
• Development of Curriculum-Aligned Assessment
• Meaningful Connections
What is Collaboration?
Rationale for Standards-aligned Speech-Language Services

- Paradigm Shift
- Curriculum-aligned Speech-Language Services
- National and State Legislation
- Evidence-based Assessment & Treatment
- Outcomes = DATA, DATA, DATA!!!
Have you shifted your paradigm?
How could a standards-aligned school-based speech-language services program fit with national & state legislation and school district requirements?
IDEA: Focus on Individuals

• Raise expectations for children with disabilities
• Increase parental involvement in the education of their children
• Ensure regular education teachers are involved in planning and assessing children’s progress
• Include children with disabilities in assessments, performance goals, and reports
• Support quality professional development for all personnel involved in education of children with disabilities
Standards: Focus on Groups

- Establishment of **high standards**
- **Accountability** to students
- Implementation of **consequences** (sanctions and rewards)
- Use of assessments to **measure performance and progress** of students toward meeting the standards
Standards-Based Reform ~ Special Education

• Standards-based Reform: accountability for group outcomes based on curricula and instruction

• Special Education: accountability for individual outcomes based on curricula and instruction that reflect the diversity & educational needs of students with disabilities

✓ Success of students’ participation in standards-based reform will depend on the degree of alignment between these 2!

(McDonnell et al, 1997, p. 113)
Special Education Commission Report
“A New Era: Revitalizing Special Education for Children and their Families”

Recommendations:
1. Focus on results
2. Embrace a model of prevention
Including Students with Disabilities in Standards-Based Reform

- Must have a systematic method of measuring student achievement
- Standards apply to all students
- System seeking results – individualized performance is no longer the only consideration
Standards - Special Education Alignment
Common Core State Standards

• States share common core of the best standards.

• The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades... Final standards released in June 2010.

• Mississippi adopted in June 2010.

• http://www.corestandards.org/the-standards
How do Communication Disorders fit into an alignment with the Common Core State Standards?
Oral language skills are foundation for reading and writing.

• **Primary grades:** “count, pronounce, blend, and segment syllables in spoken words.”

• **Higher grade levels:** “present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.”
How do national and state legislation and district requirements impact SLPs?

Expanded responsibilities

- Collaboration/consultation/teaming
- Assessment
- Increased paperwork
- Caseload/Workload
Our Roles

✓ Therapists, not Speech Teachers – “Speechers”
✓ “Language to Literacy” Leaders, not Reading Teachers
✓ Facilitators, not Tutors or Assistants
✓ Advocates for our Profession, not Complainers
✓ Collaborative Team Members, not Isolated Service Providers
✓ Leaders in Curriculum Development, not Followers
School-Based Services Concerns

• Problems of professional image and identification still remain...
• Schools have viewed us as educators rather than therapists...
• We are therapists in an educational environment...we must understand and integrate smoothly into the environment, but we must function as therapists...
• Therapeutic speech-language services refer to a method of functioning rather than a setting or place...
Educate the Educators!

What are you doing to educate your educators?????????????
The intent of a standards-aligned Communication Curriculum is...

- Meaningful Connections
  Transfer of Learning = Carryover of Communication Skills to Classroom!
- Developmentally-appropriate communication curriculum
- Transitions from grade to grade
- Speech-Language Services efficacious!
Key Factors

1. TEAM – Together Everyone Achieves More +

2. Curriculum Standards Alignment +

3. Standards-aligned Measures +

4. Meaningful Connections =

Successful Communication in the Classroom, School, and Home
1. Speech TEAM
Organization is the key!
• Speech-Language Services Handbook
• Monthly meetings
• District-wide procedures and forms
• District/state evaluation system
• Knowledge Chairs
• Consistency
• Efficiency
• Effectiveness
2. Curriculum Standards Alignment

- **Academic Standards**
- **District-wide Curriculum**
National/State Standards

Mississippi

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Sections divided by Strands for K-5 and 6-12
– Reading
– Writing
– Speaking and Listening
– Language

www.mde.k12.ms.us
... standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.
Language: Conventions, effective use, and vocabulary

include the essential “rules” of standard written and spoken English, but also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.
District Curriculum

- Literature/Reading Scope & Sequence
- Writing
- Spelling
- Math
- Science
- Social Services
How do you develop Standards-Aligned Communication Curriculum Assessment and Treatment?

- Determine need
- TEAM-work
- Collaboration
How it started for my school district...

Norm-based screening measures were not sensitive to identifying students with communication difficulty in the classroom.

So we...

• studied the academic requirements
• aligned our communication curriculum with the state assessment
Communication Curriculum Alignment Process…

- Continuing process of self-evaluation
- Developmentally appropriate?
- Standards aligned?
- Communicative skills?
- Sequential?
- Efficient?
- Effective?
Guiding Questions??????

• How to develop goals that align with the academic curriculum?

• How to determine specific goals/objectives at each grade/grouping level?

• How to measure the goals/objectives?

• How to integrate these into the IEP?

• How to align these with your treatment plan?

• How to show that your S-L Services are improving the student’s academic and functional performance?
How to Develop a Standards-aligned Communication Assessment?

1. Categorize the standards according to Communication Goals and Objectives.
2. Develop a Standards-Aligned Communication Screening Instrument at each age/grade level.
3. Develop a Standards-Aligned Communication Assessment (Pre-Post) for each age/grade level.
4. Develop IEP Goals and Objectives.
5. Develop a Teacher Curriculum Collaboration Form for each age/grade level.
6. Develop a Standards-aligned Treatment Plan.
3. Standards-aligned Measures

- Facilitate successful academic performance
- Provide efficacy for speech-language services
- Objective assessment of communicative skills
- Direct relationship to academic progress
What is the purpose of an evaluation process?

• Identify strengths & weaknesses/needs
• Specify interventions
• Determine if child has a disability
• Assess areas of disability/ies
• Determine if services are needed
• Create plan of treatment
• Pre-Post measure of progress
“Teaching is like the proverbial tree in the forest: if the tree falls and nobody hears it, did it make a sound? Has anything been taught if there is no evidence that anybody learned it? This is the role of assessment!”
Communication Curriculum Alignment with Standards

- Communication Screen
- Communication Curriculum Pre-Post Assessment
- IEPs & Therapy/Lesson Plans
- Teacher Curriculum Collaboration Forms
Communication Screen

- Ages 3 – High School
- Separate assessments for each age/grade level
- Standards-Aligned
- Measures semantics, syntax, voice, fluency, auditory skills, pragmatics, articulation/production and oral-peripheral
Screening Components

✓ Semantics
✓ Syntax – Fluency – Voice
✓ Auditory Skills
✓ Pragmatics
✓ Articulation/Production
✓ Comments on Oral-Peripheral appearance, behavior, hearing, etc.
CCSSCA 2011
COMMUNICATION SCREEN:
Grade 1
Common Core State Standards
for ELA & Literacy...

See HANDOUT 2 Page 1.
Student Assistance Team creates plan based on...

- Communication Screen results
- Teacher recommendation
- Parent input
- Other specialists’ referrals
What kind of plan???

Critical: Figure out why the child is having difficulty communicating...

- Classroom Changes
- Intervening Services
- Intervention
- Evaluation
What might be the result of “evaluation & placement” without a comprehensive team process of identifying needs?
Over-Identification of SLI

• Over-identification = overloaded caseloads – students with reading difficulties are identified as having language disorders; thus on speech-language caseloads

• Change from testing to problem-solving = intervention!
Intervention

Continuum of Services

• Tier 4: Determination of Placement into Special Education
• Tier 3: Response to Intervention
• Tier 2: Early Intervening Services
• Tier 1: Core curriculum in general education setting
Early Intervening Services

• 15% of IDEA Part B funds for supportive services to help at risk students
• Focus on Kindergarten – Grade 3 Literacy Instruction
• Professional development for staff in scientifically-based academic instruction
• Educational and behavioral evaluations, services, and supports

www.asha.org/about/legislation-advocacy/federal/idea/04-law-early-services
www.whatworks.com
Response to Intervention (RtI)

- Programs designed to provide intense instructional opportunity, for a specified period of time, to students who may be suspected of having a learning/language disability
- Provides students with instruction that they may have missed
- Collaborative partnership between LD Specialist and SLP
- Consistency, Intensity, Frequency!!!
Efficient + Effective = Efficacy

• “Research evidence supports interventions of 3 or more hours a week.”
• “Periodic, intensive intervention, coupled with ...a sheltered language-learning environment, would be a service delivery structure that would allow an effective SLP instructional framework.”

(Ukrainetz & Fresquez, 2003)
Does the student need special education?

Can she/he function with support in general education?

Or ~

Does she/he need an IEP to achieve academically and perform functionally in general education?
Assessments

Norm-based Tests = “open the door”.
Progress/CBA Tests = “get around the house”

- Semantics
- Syntax – Fluency – Voice
- Auditory
  - Auditory Awareness/Processing
  - Phonological Awareness/Processing
- Pragmatics
- Articulation/Phonological Production
- Other
Standards-aligned Communication Assessment

3 purposes:

1. Provide a standards-aligned measure of communication skills
2. Determine IEP goals & objectives
3. Assess progress on standards-aligned communication goals
Standards-aligned Communication Assessment

- Ages 3 – High School, Alternate Assessment
- Pre-Post Measures
- Aligned with Language Arts Standards
- Arranged according to Semantics, Auditory Skills (phonological awareness, auditory memory), Syntax, Pragmatics
Guidelines for Scoring

• + or –; comments
• Strengths and weaknesses
• Overall criteria
• Professional judgment
• Observations from IEP Team members
CCSSCA 2011 COMMUNICATION SKILLS ASSESSMENT: G. 1
Common Core State Standards for ELA & Literacy

See HANDOUT 2 Page 2
TESTING Miss Malarkey

By Judy Finchler

ISBN D-8027-8737-1
4. Meaningful Connections

Create Standards-aligned Intervention Plan or IEP

• Transfer standards-aligned concepts/skills from Pre-Post Assessment to Intervention Plan or IEP.
Standards-Aligned Intervention Plans or IEPs

Create plans according to

- deficiencies identified on the *Standards-Aligned Communication Assessment*
- the appropriate age, grade, or functional level (age 3 – high school, alternate assessment).
“IEPs linked to the standards provide the framework for IEP development across the years and across the curriculum, provide consistency when students move from school to school or district to district, strengthen system-wide use of standards-based instruction and assessment, and promote inclusive special education services and collaboration among special and general educators.” (The New York Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities)
How do we know if we’re doing it right???

• High expectations
• General education curriculum
• 4 Ms: measurable, meaningful, able to be monitored, useful in making decisions
• Achieved in a year
• Progress Indicators: benchmarks/objectives are links for accomplishing the goal
• Pass the “Stranger Test” and the “So What Test”
Goals, objectives, and benchmarks should be written so that they pass...

- The “Stranger Test” – so that someone who did not write it could use it to develop appropriate plans and to assess student progress

- The “So What Test” – consider the importance of the goal, objective, or benchmark to the student’s classroom communication skills

IEP Guidebook for Nebraska, ’98

Developing Educationally Relevant IEPs

ASPIRE Project, CEC, 2000
CCSSCA 2011
Grade 1
SEMANTIC/AUDITORY/PRAGMATIC TICS/SYNTAX/FLUENCY/VOICE
IEP GOALS/OBJECTIVES

See HANDOUT 2 Page 3.
Let’s look at the IEP process with a little humor!


**IEPs According to Dr. Seuss**
Standards-aligned Treatment Plans

• Transfer goals and objectives from IEP to Treatment Plan.

• Input weekly information from the Teacher Collaboration Form.

See HANDOUT 2 Page 5
Communication Curriculum Collaboration Form

• Vehicle for integrating classroom standards and curriculum into speech-language therapy services
• Enables weekly communication between teacher and therapist
• SLP inputs information into therapy plan.
• Teacher understands that SLP is using curriculum to attain language goals and objectives.
• Student recognizes connection between classroom curriculum and speech-language services.
CCSSCA 2011 COMMUNICATION CURRICULUM COLLABORATION: Grade 1

See HANDOUT 2 Page 6.
Summary of Procedures

1. Use the appropriate **Communication Screen**. Determine if further evaluation is indicated.

2. Use the appropriate **Communication Pre-Post Assessment** to determine which communication standards are deficient.

3. Use the standards identified as deficient on the **Communication Pre-Post Assessment** to write communication objectives on the **IEP**.

4. Transfer these standards-aligned objectives on the **IEP** to the **Speech Services Treatment Plan**.

5. Align therapy targets with the weekly classroom curriculum through the use of the **Teacher Curriculum Collaboration Form**.

6. Action!

Part 2: Alignment Process and Meaningful Connections

By

Susan W. Floyd, Ph.D., CCC-SLP
OVERVIEW

✓ Purpose, Rationale, Roles, Key Factors
✓ Overview of a Standards-Aligned Communication Curriculum
  • Process of Communication Curriculum Alignment/Comparison with Academic Standards
  • Meaningful Connections
Process of Alignment

• Mississippi Standards
• Common Core State Standards

Communication Assessment and Curriculum
Development of Standards-aligned Communication Curriculum

1. Categorize the standards according to Communication Goals and Objectives.
2. Develop a Standards-Aligned Communication Screening Instrument at each age/grade level.
3. Develop a Standards-Aligned Communication Assessment for each age/grade level.
5. Develop a Teacher Curriculum Collaboration Form for each age/grade level.
6. Develop a Standards-aligned Treatment Plan.
Construction Process

Step 1

• Study the standards for the grade level.

• Determine how to categorize standards:
  – Semantics, Pragmatics, Auditory Skills, Syntax/Fluency/Voice, Production, Other?

• Categorize standards according to Communication Goals & Objectives:
  – Semantics, Pragmatics, Auditory Skills, Syntax/Fluency/Voice, Production
## Development of Communication Curriculum Alignment with Academic Standards

See HANDOUT 2 Page 7.

### Categorize standards

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Standard #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantics –</td>
<td></td>
</tr>
<tr>
<td>Pragmatics –</td>
<td></td>
</tr>
<tr>
<td>Auditory –</td>
<td></td>
</tr>
<tr>
<td>Syntax/Fluency/Voice –</td>
<td></td>
</tr>
<tr>
<td>Articulation/Phonological Production</td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Develop Standards-Aligned Communication Screen

Determine screening tasks for each category.

– Semantics
– Pragmatics
– Auditory Skills
– Syntax/Fluency/Voice
– Production
– Other

COLLABORATE AND REPORT!
Step 3: Develop Standards-Aligned Communication Assessment

Develop 5-15 tasks for each category.

- Semantics
- Pragmatics
- Auditory
- Syntax/Fluency/Voice

NO Articulation/Phonological Production
Step 4. Create Standards-Aligned IEP Goals & Objectives

• Transfer standards-aligned communication skills from Pre-Post Assessment to IEP Objectives.
Step 5: Develop Teacher Curriculum Collaboration Forms

- Determine Format
- Identify standards at each age/grade level which target speaking, listening, reading, and writing skills.
- Determine additional information needed:
  - 3-5K
    - Language Activities
    - Theme/Unit Activities
    - Concerns
  - Grades 1-12
    - Reading Stories
    - Phonograms, Spelling Words, Word Wall Words
    - Theme/Special Activities
    - Concerns/Suggestions
Step 6. Speech Services Treatment/Therapy Plan

• Include standards-aligned IEP goals & objectives.
• Include information from Teacher Collaboration Form.
• Specify target objective/s for each session.
Summary of Curriculum Alignment Procedures

1. Use the appropriate Communication Screen. Determine if further evaluation is indicated.

2. Use the appropriate Communication Pre-Post Assessment to determine which communication standards are deficient.

3. Use the standards identified as deficient on the Communication Pre-Post Assessment to write communication objectives on the IEP.

4. Transfer these standards-aligned objectives on the IEP to the Speech Services Treatment Plan.

5. Align therapy targets with the weekly classroom curriculum through the use of the Teacher Curriculum Collaboration Form.

6. Action!
Four Components of Implementation

1. Therapy Integration
2. Classroom Inclusion
3. Home Consultation
4. School & District Intervention
1. Therapy Integration

- Involves the SLP’s creative expertise at using the student’s academic curriculum to train the communication objectives
Therapy Integration Components

- Teacher’s Choice Schedule Form
- Curriculum Collaboration Form
- Therapy/Treatment Plan
- Combo of Pull-out and Inclusion Models
- Classroom-based grouping
- Classroom Activity Folder
- School-wide procedures: “Show me you are ready”
- Curriculum-based Folder Activities
- Thematic Activities
- Curriculum-aligned Storybooks
- Puppets and Video Reinforcement
- Strategic Approach for Older Students
Teacher’s Schedule Preference

“Original Artist

“I purchased this great book on time management, but with my schedule I don’t have the time to read it.”
Classroom Activity Folder
Thematic Activities

- Weekly
- Interactive
- Curriculum-aligned
Integrated Therapy: students from 1 classroom but range of objectives

- “Show me you are ready.”
- Tune up
- Calendar Concepts
- Thematic Book
- Transition to Table Song
- Curriculum-based Thematic Activities
- Classroom Folder
- Home Folder
Therapy for Grade 3 ~ “Slip Sliding Away”

- Underlying language problems (abstract meanings, complex syntax, linguistic demands of “School discourse”)
- Trouble comprehending what is read
- Inadequate transition from “learning to read” to “reading to learn”
- Use classroom curriculum to target communication deficiencies!
2. Classroom Inclusion

Inclusion activities to facilitate speaking, listening, reading, and writing skills

Speech-language Therapist

- Thematic Big Book Stimulation
- Team-Teaching
- Facilitation of Teacher's Instruction
Pull-out or Inclusion?

Considerations:

- Depends upon the student’s needs
- Not a place, but a service model
- Focused, quiet environment to practice a skill or strategy using curriculum
- Classroom assistance with or facilitation of skills
- Classroom provides clearer picture of communication needs.
- Include the standards-aligned communication curriculum in your treatment!
Classroom Components

- Classroom Folders
- The 4 Cs
- Big Books
- Making Words
Classroom Intervention for Older Students

• Collaborate with Resource/Special Ed. Teachers.

• Use standards to identify needs – target speaking, listening, reading, writing skills necessary for minimum competency/job skills.

• Create “Communication Skills” course.
3. Home Consultation

Provides consultation and training for parents to facilitate their reinforcement of speaking, listening, reading, and writing skills.
Consultation Components

- Open House
- Parent Training
- Parent Booklet
- Home Folders
- Communication Progress Report
- Parent Letters
- Parent Recognition
Standards-aligned Curriculum ~ Parents

Parents see relationship of communication goals and objectives to academic curriculum/classroom requirements!

- Pre-Post Standards-aligned Assessment!
- Standards-aligned IEP!
- Standards-aligned Classroom and Home Practice!
Activities and information to provide intervention for all students which will facilitate their speaking, listening, reading, and writing skills
Alignment Matrix: 
Academic Standards ~
Communication Skills

• tool for staff development
• “common ground” for educators: administrators, teachers, speech-language pathologists
• efficacy of standards-aligned communication curriculum
• advocacy for the Speech-Language Services Program
School-wide Collaboration

- Art
- PE
- Music
- Library
- Speech
Thoughts ~~~

Use curriculum as a context for attaining skills:

• It is a complex, challenging task to balance intervention, IEP objectives, and the standards-based curriculum.

• Materials, kits, books, computers are only as good as the one who uses them – they don’t cure learning deficiencies; only **you** can do that through your expertise in instruction!
Evaluation

✓ Are your Speech-Language Services making a difference in the academic progress of your students?

✓ Are your Speech-Language Services relevant to your student’s classroom instruction?

✓ Are your Speech-Language Services integrated into the total school curriculum?

✓ Are your Speech-Language Services a collaborative effort with parents, teachers, and administrators?
For more information...

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