Language Therapy That Correlates With Classroom Content

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Disclosure Statement
Relevant financial relationship(s), no relevant nonfinancial relationship(s)

I have the following relevant financial relationship(s) in the products or services described, reviewed, evaluated or compared in this presentation.
- The Speech Stop
  - Proceeds received for Purposeful Ongoing Play: Enhancing Language Skills Through Play and Listen Sing Speak! Children’s Songs for Speech, Language & Hearing Goals.
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Course Description
- This course focuses on understanding Common Core State Standards (CCSS), tying language therapy to CCSS including writing related IEP goals, and increasing collaboration and co-teaching with classroom teachers.
- Addresses how to connect language goals and language therapy to classroom content. With the overwhelming adoption of CCSS across the U.S. as well as full implementation expectations drawing near, SLPs must look beyond traditional service delivery options and adapt service delivery models to include effective consultation, collaboration, and co-teaching with classroom teachers, as appropriate, in order to maximize student success.
Course Objectives

• Describe how to connect language goals and therapy to the classroom curriculum.
• Discuss ways of collaborating and co-teaching with classroom teachers.
• List several service delivery options that include classroom involvement.

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Facing Challenges

• Classroom-based language therapy is a paradigm shift that creates challenges.
• These challenges will only change when we choose to reject the "norm" and decide to educate/advocate politely and intelligently, with facts and not just emotions. Reform is never easy but always worthwhile in the end!
How?

- Timely education and training.
- Effective communication and collaboration.
- Thoughtful problem-solving.

Continuum of Service Delivery Models

- Traditional pull-out (individual, paired, or small group)
  - Intervention should still be built around the curriculum, both materials and activities.
- Push-in or classroom-based (individual, small group, or large group)
- Non-academic setting (e.g. lunch room, playground, specials, special interest club)
- Combined settings

Continuum of Service Delivery Models (cont’d)

- Community-based
  - Direct or indirect services in the community (e.g. transition services, home-based services).
- Self-contained classroom
  - Highly individualized, closely supervised specialized instruction.
- Consultative
  - Examples: consultation about student needs and/or progress, programming and use of AAC devices in the classroom, strategies to enhance communication/participation in class (e.g. talking microphone, speaking mat, Kagan structures).
Alternative Service Delivery
Method Examples

- 3:1 Service Delivery
  - SLPs provide traditional, direct intervention to students 3 consecutive weeks, followed by a week of indirect consultative services.
  - Focus on learning of new skills during weeks of direct services and focus on monitoring transfer of skills during week of indirect services.

- “Blast” Treatment
  - Short daily sessions (5- to 15-minute sessions).

- Classroom Co-teaching

Issue Brief

- ASHA Issue Brief on Continuum of Service Delivery Options
  - http://www.asha.org/uploadedFiles/advocacy/federal/idea/IDEAldrServiceDelOptions.pdf#search=%22IDEA%22
  - Response to restrictions on service delivery choices:
    - “...in all cases, placement decisions must be individually determined on the basis of each child’s abilities and needs and each child’s IEP, and not solely on factors such as category of disability, severity of disability, availability of special education and related services, configuration of the service delivery system, availability of space, or administrative convenience.”

Supporting Individualized Service Delivery

- Move away from predetermined or default standards for frequency, location, and duration of services.
- Perry Flynn, M.Ed., CCC-SLP suggests providing in-service to school staff on changing role of SLPs and new models of service delivery.
  - Less traditional service delivery and more consultation and collaboration in general education classrooms.
  - Clustering a group of 4-5 students who are eligible for speech-language services in a single classroom to make efficient use of the SLP’s time in providing classroom-based services.
  - Co-teaching with classroom teachers
    - SLPs model their instructional techniques and strategies helping teachers become more attuned to boosting speech-language skills in their classroom.
Classroom-Based Services

- Types of classroom-based service delivery methods (Friend & Cook, 2007):
  - One teaches, other observes.
  - One teaches, other roams assisting individual students.
  - Parallel teaching – each teaches half the class simultaneously using the same material.
  - Team teaching – both share the teaching.
  - Station teaching – each teaching separately while students are rotating through stations/centers.
  - Alternative or supplemental teaching – one teaches in standard format to large group, other adapts lesson to smaller group needing specialized instruction.

Cooperative Learning Groups

- Informal Groups
  - Break up teaching session into shorter segments interspersed with group activity.
- Formal Groups
  - Group assigned to work on a specific task or project over a specified time frame.
- Benefits
  - Greater transfer of skills to other contexts.
  - Improved social skills.
  - Improved thinking/reasoning skills.
  - More active and engaged students in the learning process.
  - Forces communication.

Cooperative Learning: Kagan Structures

- Step-by-step instructional strategies to increase student engagement and cooperation.
- Pair students or combine into teams of four to answer questions, have discussions, and respond to scenarios so everyone is participating and contributing to learning.
- Low achieving students (often language disordered students) who shy away from participating and don’t normally get much opportunity to practice responding show the most dramatic gains.
Collaboration and Co-teaching

- Factors impacting collaboration and co-teaching:
  - Collaborative environment of the school
  - Staff personalities
  - Teaching styles
  - Time for team planning

Collaboration Options

- Face-to-face
- Email
- Newsletters
- Weekly notes from teachers of classroom targets for the week
- Shared folders for vocabulary and concepts

Collaboration Options (cont’d)

- Dropbox for file sharing
- Facetime for video calling
- Skype for text, voice, and video calls.
- Cisco Jabber for accessing presence, instant messaging (IM), voice, video, voice messaging, desktop sharing, and conferencing.
- Go-to-Meeting or join.me for online meeting, desktop sharing, and video conferencing.
Suggestions for Increasing Collaboration Time

- Use qualified adults in the school community to cover classes.
- Lunch or before/after school meetings – volunteers to cover lunch duty/bus duty.
- Find volunteer substitutes (retired teachers, student teachers) or advocate for funds for substitute teachers (foundations, civic organizations, PTAs/PTOs, United Way, Sertoma clubs - focus on communities/individuals affected by hearing loss).
- Incorporate collaboration time into staff development days.
- Participation in grade-level team meetings.

Collaboration Example

- Taste of Brazil school-wide activity
  - "Get Your Passports" Station
  - "Varig Airlines" Station
  - "Casa de Cambio" Money Exchange House Station
  - "Mercado Brasil" Brazilian Market Station
  - "Doces Brasil" Brazilian Sweets Station
- Parent, teacher, and community involvement.

Get the Message!

- Believe idea obtained from one of Sarah James’ workshops.
- Fun and interactive game activity for highlighting the importance of listening and speaking skills.
  - Builder, Messenger, Viewer
- Possible uses:
  - Ice breaker for large groups.
  - In-service activity – communication and collaboration.
  - School-wide activity for BHSM or to introduce yourself as a valuable resource in the school community.
Common Core State Standards: Summary & Implications

Common Core State Standards (CCSS)
- CCSS defines what all students are expected to know and be able to do at the end of each grade, not how teachers should teach.
- There are specific standards per strand and benchmarks/indicators under each.
- One criticism of CCSS
  - Standards and assessments are driving the Common Core instead of curriculum and instruction – being used as an accountability measure.

Adoption of CCSS
- As of January 2015, CCSS not adopted by: Alaska, Indiana, Minnesota (adopted only ELA standards), Nebraska, Oklahoma, Texas, Virginia, and Puerto Rico.
- Available at http://www.corestandards.org/ELA-Literacy
- Free app also available for easy reference.
English Language Arts (ELA) Standards
• K–5 Strands
  • Reading
    • Literature and Informational Text
    • Key Ideas and Details
    • Craft and Structure
    • Integration of Knowledge and Ideas
    • Range of Reading and Level of Text Complexity
  • Foundational Skills
    • Print Concepts
    • Phonological Awareness
    • Phonics and Word Recognition
    • Fluency

English Language Arts (ELA) Standards
• K–5 Strands
  • Writing
    • Text Types and Purposes
    • Production and Distribution of Writing
    • Research to Build and Present Knowledge
    • Range of Writing

English Language Arts (ELA) Standards
• K–5 Strands
  • Speaking and Listening
    • Comprehension and Collaboration
    • Presentation of Knowledge and Ideas
  • Language
    • Conventions of Standard English
    • Knowledge of Language
    • Vocabulary Acquisition and Use
English Language Arts (ELA) Standards

- 6–12 Strands
  - Reading
    - Literature and Informational Text
    - Key Ideas and Details
    - Craft and Structure
    - Integration of Knowledge and Ideas
    - Range of Reading and Level of Text Complexity

- Writing
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing

- Speaking and Listening
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas

- Language
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use
English Language Arts (ELA) Standards
- 6–12 Additional Section
- Literacy in History/Social Studies, Science, and Technical Subjects
  - Reading
    - Key Ideas and Details
    - Craft and Structure
    - Integration of Knowledge and Ideas
    - Range of Reading and Level of Text Complexity
  - Writing
    - Text Types and Purposes
    - Production and Distribution of Writing
    - Research to Build and Present Knowledge
    - Range of Writing

CCSS Implications for SLPs
- Designed to be implemented primarily by general education teachers, however, students with deficient language skills will struggle achieving the standards, so SLPs have a significant role in giving them strategies for learning the curriculum.
- Knowledge of CCSS is now essential for speech-language service delivery.
- IEP goals must match academic expectations and be relevant to the curriculum.

CCSS Implications for SLPs (cont’d)
- Classroom teachers and SLPs should work together to ensure high-quality instruction, either through RTI or co-teaching.
- Standards addressing presentation of knowledge and ideas pushes teachers to pay more attention to oral output in the classroom as opposed to just reading and written output (no more silent classrooms!).
Linking CCSS and SLP Services

- Six principles for linking CCSS with SLP services (Blosser et al., 2012):
  - Students achieving their highest potential.
  - Educational relevance and interrelatedness of standards, not taught as isolated units.
  - Distinct yet complementary roles of SLPs and teachers.
  - Using indicators/benchmarks as tools for monitoring progress and making instructional modifications when needed.
  - Individualized service delivery where frequency, duration, and intensity of services vary based on continuum of need.
  - Maintaining functional skill instruction for students with severe disabilities.

Summary of CCSS Process


Used with permission

Intervention Goals & Implementation
CCSS and Intervention Goals

- IEP goals should be written so that students learn the skills that will enable achievement of the standards.
- Standards-referenced versus standards-based intervention goals.
- Integrated goals
  - Classroom teachers and related service providers write goals together to cover academic needs, communication needs, life skills, and/or mobility needs; then combine collected data for progress monitoring.

Guide for Writing Speech-Language Goals Related to CCSS

- Based on ELA by grade level, covers the following areas: phonological, semantic/vocabulary concepts, expressive language, receptive language, pragmatic.

CCSS and Intervention Materials

- SLPs should use materials that work within the context of the classroom.
- Using curriculum materials ensures that SLP services are educationally and/or functionally relevant.
- Obtain materials that are directly related to classroom content as opposed to our own themes/topics.
### News-2-You

- Weekly Newspaper
  - Students read about current events and complete related activities.
- Online Curriculum
  - Monthly instructional thematic units of study.
  - Provide standards-based instructional targets, progress monitoring sheets, and lesson plans tied to standards.
  - Also comes with symbol library available for personal use in developing classroom materials.
- More info at [www.n2y.com](http://www.n2y.com).

### Sample Present Level of Educational Performance (PLEP)

- "Weaknesses in language are keeping student from achieving state standards for listening and speaking. Speech-language therapy will target specific areas to assist student in meeting these standards."
- "For Listening: Targets to meet the state standard for asking and answering questions about key details in a text read aloud or information presented orally or through other media will be addressed."
- "For Speaking: Targets to meet the standards for reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes will be addressed."

### Sample Long-Term Goal

- "In one instructional year, student will work to increase her ability to answer and ask questions directly related to targeted reading passages and increase her ability to tell/retell a cohesive story with adequate detail, sequence, and grade level vocabulary with 80% or better accuracy."
Language Strand Example – Grade 1

- **Vocabulary Acquisition and Use**
  - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Language Strand Example – Grade 4

- **Vocabulary Acquisition and Use**
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Associated Long-Term Goal & Short-Term Objectives Example

- In one instructional year, student will improve his/her descriptive skills to communicate complete, specific and meaningful thoughts verbally and in written form with 90% accuracy and minimal cuing during structured activities.
  - Will be able to describe story characters, objects, pictures, and other age-appropriate materials using the five senses with 90% accuracy and minimal cuing during structured activities.
  - Will be able to verbally make associations among words – how they are alike/different, understanding concepts of similar/opposite – with 90% accuracy and minimal cuing during structured activities.
  - Will be able to identify and verbally express patterns in analogies using pictures and words (member/category, item:characteristic, item:location, item:function, part:whole, and synonym/antonym relationships) with 90% accuracy and minimal cuing during structured activities.
Goal Implementation Example
- Analogies – “Discover the Pattern” by Michele Fagan & Vicki Prouty (Language Strategies for Children)
  - Synonyms
  - Antonyms
  - Member : Category
  - Item : Characteristic
  - Item : Location
  - Item : Function
  - Part : Whole

Analogy Alternatives
- “Discover the Pattern” Alternatives
  - Homophones
  - Item : Origin
  - Present Tense : Irregular Past Tense
  - Present Tense : Regular Past Tense
  - Singular : Plural

Analogy Chart Visual
Also available in Spanish at www.thespeechstop.com
Analogy Visual Examples

Speaking & Listening Strand
Example - Grade 1
- Comprehension & Collaboration
  - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Presentation of Knowledge & Ideas
  - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
  - Produce complete sentences when appropriate to task and situation.

Speaking & Listening Strand
Example – Grade 4
- Comprehension & Collaboration
  - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Presentation of Knowledge & Ideas
  - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Reading Strand Example – Grade 1

• Key Ideas and Details
  • Ask and answer questions about key details in a text.

Associated Long-Term Goal & Short-Term Objectives Example

• In one instructional year, student will be able to utilize story grammar – understanding all four story elements (character, setting, problem, solution) – in order to effectively organize thoughts and communicate sequences of events in short stories, both orally and in written form, with 90% accuracy and minimal cuing during structured activities.
  • Will be able to name all four story elements and identify them in short stories with 75% accuracy and significant cuing during structured activities.
  • Will be able to name and answer associated wh-questions for each story element in short stories with 80% accuracy and moderate cuing during structured activities.
  • Will be able to retell a short story orally and/or in written form including all four story elements with 85% accuracy and minimal cuing during structured activities.

Goal Implementation Example

• Story Grammar
  • Story parts: character, setting, problem, solution.
  • Also main idea, cause/effect, and summarizing.
• Shapes Associations
  • Story part identification
  • WH- questioning
• 3- and 4-Part Story Blocks
Storybook Examples

- *A Boy, a Dog, and a Frog* by Mercer Mayer
- “Matt and Molly” Picture Stories by Linguisystems
  - Theme-based stories with simple illustrations and sentence structure targeting functional vocabulary and various language skills.
- *GROW! Language Development With Engaging Children’s Stories* by Northern Speech Services
  - Leveled storybook series – twelve stories of common childhood experiences with various vocabulary and language targets.
  - English and Spanish/English book versions.

Strategy for Making Connections With Experiences/Events

- Remember standard benchmark: Recount an experience in an organized manner.

  Making Connections
  
  | Text-to-Text | How does this story make me feel? |
  | Text-to-Self | How does this story make me feel? |
  | Text-to-World | How does this story make me feel? |

Play-based Classroom Interventions

- When dealing with language in young children, the most effective and natural form of intervention is through spontaneous yet purposeful play.
- Purposeful play means taking advantage of spontaneous play opportunities and manipulating that environment to purposefully target speech and language.
**Play-based Classroom Interventions (cont’d)**

- Why do purposeful play interventions work?
  - Speech/language skills are addressed in a meaningful context of familiar and common everyday activities or experiences.
  - New knowledge and new skills go to long-term memory when learning is meaningful.
  - The majority of learners are visual/kinesthetic learners, and play provides visual, hands-on, as well as auditory language input.

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**Purposeful Ongoing Play**

- Purposeful Ongoing Play (P.O.P.) is a term coined to describe strategies to help teachers and parents enhance the speech/language skills of their students/children through spontaneous, purposeful play.
- Tip sheets written for teachers and parents, referred to as P.O.P. Sheets, are downloadable at www.thespeechstop.com under Parent’s Corner, Help with Language.

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**POP Sheet Example**
Language “Curriculum” Resources

• Language Strategies for Little Ones (Language Strategies for Children, Language Strategies for Older Students) by Michele Fagan and Vicki Prouty
  • Strategies for listening skills, oral expression, and story grammar elements.
• Strategies Offer Solutions: Language & Cognition by Elizabeth Peterson and Bethann Jarvis
  • Strategies for organizing thoughts, expanding vocabulary, grammar, attention, remembering, inferring and reasoning, and problem solving.
• BrainCogs, Essay Express, Words and Their Stories by FableVision Learning
  • Language-based strategies for studying and test-taking.
• Strategies for structuring a successful short essay.
• Strategies for vocabulary building and critical thinking.
• Expanding Expression Tool (EET) by Sara Smith
  • Strategy for describing using category, function, attributes, parts, and location.
• ReadWorks.org – free passages and question sets for multiple skills.

“I am only one; but still I am one. I cannot do everything; but still I can do something; and because I cannot do everything, I will not refuse to do the something that I can do.”

Edward Everett Hale

References

Thank You!

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