Role of SLP: A Method of Inclusion

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Key Points

• Briefly review advantages and disadvantages of “pull out” and inclusion
• Paradigmatic shift in service delivery
  – Role Confusion
• Specialized role of SLP in inclusion setting
• General: What do you do in the classroom?
• Specific: IEP objectives for inclusion
  – Speech-Language Pathologist
  – Special Education Teacher
Pull-Out

- **Advantages:**
  - Easier to individualize methods/materials
  - Intense instruction in areas of difficulty

- **Disadvantages:**
  - Limits interaction with regular education teachers and students
  - Lack of generalization of learned skills & strategies

Inclusion

• Advantages:
  – Least restrictive environment
  – Learning & social environment are “typical”
  – Typical peer models
  – SLP can model methods/strategies for classroom teacher
  – SLP is in touch w/students’ needs as related to curriculum demands

Inclusion

• Disadvantages:
  – Scheduling can be difficult
  – Coordinating necessary supports
  – Lack of time to collaborate
  – Difficulty with defining SLP’s role in classroom

Role of SLP: Paradigmatic Shift

- In recent years there has been a paradigmatic shift in the model of service delivery for speech and language services in the public school setting.
- Speech and language service delivery has evolved from a traditional “pull out” model to a model focusing on provision of services within the classroom.
- This paradigmatic shift has sparked the debate over the role of the SLP in curriculum-based intervention (Klecan-Aker, 2006).
Role of SLP: Uniquely suited

- The impact of additional professionals in the classroom has led to confusion over roles and responsibilities of special education providers.

- Klecan-Aker (2006) asserts, however, that the speech-language pathologist is the professional uniquely suited to work with students with a language based learning disability.
Role of SLP : A Method of Inclusion

• Speech-language pathologists are trained in the acquisition, development and integration of language systems
• The SLP has expertise in the language demands of the curriculum, for example:
  – Vocabulary
  – Higher level language (e.g., metaphors/similes, analogies, figurative language)
  – Paraphrasing
  – Grammar (e.g., complex sentence structure)
  – Comprehension/processing during language of instruction
Language and Curriculum

• The SLP recognizes the impact the language demands have on a student’s ability to access the curriculum via classroom tasks requiring:
  – open-ended responses
  – abstract material
  – manipulation of linguistic information
  – processing of oral and written information
  – summarization of key points
In the classroom: Now what?

• Select a subject area (e.g., social studies, language arts)
• Preview the curriculum material
  – Read the text/novel utilized in that grade
  – Familiarize yourself with vocabulary and language of instruction that require support strategies
  – Develop graphic organizers and supports to aid in language processing and expression
Now what?

• Monitor the language of the classroom
  – Words that need to be defined more clearly
  – Directions that need to be rephrased or repeated
  – Strategies that could be implemented to access the material (e.g., visualization)
Now What?

• Observe the classroom set-up
  – Visual stimuli
    • Increase use of visual aids (e.g., white board, posters)
    • Decrease use of visual aids (simplify the classroom)
  – Auditory stimuli (e.g., decreasing auditory distractions)
  – Classroom seating arrangement
Communication

- Communication among professionals delivering the instruction
  - review linguistic targets in the curriculum (vocabulary, directions, language concepts)
  - discuss IEP objectives related to language
  - discuss ways student can best access the curriculum
  - discuss strategies: organize, comprehend concepts, additional materials which supplement the unit objectives
Specific Examples

• The role of the SLP in curriculum-based intervention in middle school
• Andover Public Schools grades 6-8
• Population: heterogeneous group of students
  – Students with Language-based Learning Disabilities
Role of SLP: A Method of Inclusion

- Identify specific linguistic targets in curriculum
- Provide an example of IEP goal
- Provide an example of IEP objectives
- Procedure for addressing these targets in classroom
Linguistic Targets in Curriculum

- Vocabulary
- Language processing
- Writing
IEP Objectives: Vocabulary

• James will improve his ability to retain key concepts from a given unit of study.
  – James will identify and define selected vocabulary terms in a unit of study
  – James will use associative naming cues, links to previously learned information, and categorization strategies to retain vocabulary
Supporting IEP Objectives

• Vocabulary
  • Find where/how a word was used in textbook/novel
  • Provide opportunities for usage of targeted terms in multiple contexts
  • Teach strategies for learning/retaining meanings
  • Make card games for sequence of word learning
IEP Objectives: Language Processing

James will learn strategies to aid in processing the language of the curriculum

- James will use strategies (e.g., visualization, rehearsal) to identify and highlight two to three key facts presented in a unit
- Given a paragraph-length passage, James will identify the main idea and critical details
Supporting IEP Objectives

- Language Processing
  - Teach strategies for processing
  - Read passage of text/novel and work on strategies for recall and summarization of information
  - Provide practice passages for identification of main idea/key points
IEP Objectives: Writing

In response to a selected writing prompt, James will produce a 5-7 sentence paragraph

- James will use selected pre-writing strategies to organize ideas
- James will generate a topic sentence, three supporting details, and a concluding statement
- James will revise and edit written work using proofreading strategies
Supporting IEP Objectives

• Writing
  • Model and teach use of graphic organizers
  • Teach strategies for sentence expansion
  • Provide sentence combining/expansion materials and activities
  • Provide and teach transition words
  • Model and teach proofreading and revising strategies
Working together:

• The special education teacher and SLP working together in curriculum-based intervention in middle school
• Shrewsbury Public Schools grades 7 & 8
• Population: heterogeneous group of students
  – Students with Language-based Learning Disabilities
IEP Objectives: Learning Strategies

• With instruction, James will increase his independence in using specific learning/organization strategies to access materials across the curriculum, and increase his independence with homework
  – James will completely and legibly copy homework assignments into his planner
  – James will independently collect all necessary materials to complete assignments
  – James will identify areas in which he needs assistance and ask for that assistance
Supporting IEP Objectives

• Learning Strategies

• Review planner
  – to make sure student writes correct assignment
  – Legible
  – Complete (contains oral and written details included in assignment)
Supporting IEP Objectives

- **Learning Strategies**
  - Review what students need to accurately complete the assignment
    - Paper, pencil, ruler, text/novel, assignment sheet
  - Reinforce directions and vocabulary previewed by SLP
    - Implement organizational strategies using the familiar vocabulary
Example

• Communication
  – Linguistic targets
  – IEP objectives related to language
  – Strategies: organize, comprehend concepts, and supplement unit objectives

• Chain of Fire (theme: facing adversity)
  – Curriculum objectives: plot events, student reaction/thoughts/inferences, character and character traits, setting
  – SLP
    • Defined: adversity, plot, character traits, etc.
    • Taught strategies for understanding and retaining of linguistic targets
Example

– Special Education Teacher
  • Organize student work space and materials
  • Identify/prioritize critical elements of assignment (what)
  • Break down the assignment into manageable steps (how)
  • Monitor task completion
In summary..

• **Communication**
  – Linguistic targets
  – IEP objectives related to language

• **Strategy based instruction**
  – Strategies that could be implemented to access classroom language

• **Curriculum based instruction**
  – Use the curriculum as the medium for addressing the linguistic targets
Thanks for attending our talk. Please feel free to contact us at the email addresses below:

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