Clinton-Glen Gardner School District

Curriculum Management System

Speech and Language

Grades PreK-8

April 2012

Board Approved: May 15, 2012

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Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

A speech-language disorder is a disorder of articulation/phonology, language, fluency, or voice. It can be secondary to many neurological, cognitive, and genetic disorders such as cerebral palsy, hearing impairment, trisomy 21 (Down's Syndrome), autism, and cleft lip/palate. It can also result from a developmental delay. Students in preschool (ages three to five) through grade eight who have deficits in any of these areas that affect communication may experience academic and social failure. Clinton Public School students who meet eligibility requirements for the New Jersey Administrative Code for Special Education (N.J.A.C.6A:14) receive speech-language services.

The Town of Clinton Board of Education strongly supports the Speech-Language department at Clinton Public School. A wide range of services, materials and assessment tools are available to students with communication disorders.

The role of the speech-language specialist (SLS) in schools is multi-faceted. Specific responsibilities depend on the nature and size of the student population being served as well as the educational setting in which the services occur. The following is a list of the key responsibilities of the speech-language specialist in the school setting:

- Direct Service Provider
- Evaluator
- Consultant
- Child Study Team Member
- Case Manager

In accordance with N.J.A.C.6A:14, students are initially evaluated by a New Jersey state certified Speech-Language Specialist on an individual basis. The results of the speech-language evaluation (formal and/or functional) and other relevant assessments are used to determine if the child meets the law's eligibility criteria. The student may receive Speech-Language services under one of two classifications:

1. Eligible for Special Education with Speech as a Related Service

   or

2. Eligible for Speech-Language Services (ESLS)

As part of the speech-language evaluation the student's strengths and weaknesses are assessed. An Individual Education Plan (IEP) is developed for each classified student. The SLS develops the speech and/or language goals based on the student's areas of weakness and the impact on educational performance.

Once a student has been determined eligible for speech-language services, as part of the IEP process, the **service delivery model** or models must be identified. The following are the most commonly used models:

- Traditional "pull-out" model
- In-class "push-in" model
- Integrated therapy – use of classroom curriculum and materials within the speech room

Group size, frequency and duration of services are determined by the IEP team depending on the speech-language needs of the individual student.

Each year an annual review is held with but not limited to the student's parent(s), guardian(s) and teacher(s) to discuss individual student progress and make appropriate changes to the IEP. A triennial review is conducted to reassess eligibility for speech-language services. If the student no longer meets eligibility requirements, he/she is formally declassified and services are terminated. If the student remains eligible for S/L Services, classification is maintained and a new IEP is developed.

INTRODUCTION

A research-based speech-language program is provided at Clinton Public School. In this curriculum guide, therapy objectives have been sequenced in a developmental hierarchy to be followed as deemed appropriate by the SLS. Due to the extremely individualized planning that the discipline of speech-language pathology requires, it should be noted that the objectives are general in nature. The sequence of objectives is to be decided by the SLS according to the individual needs of each student.

Four skill areas are presented in this curriculum guide:
1. Articulation and Phonology
2. Language
3. Fluency
4. Voice

Each area includes:
- Definition
- Eligibility Criteria
- Educational Impact
- Long Term Goals
- Short Term Objectives
- Common Core Standards
- Essential Questions and Conceptual Understanding
- Instructional Tools/Materials
- Technology
- Resources/Reference Books
- Learning Activities
- Interdisciplinary Activities
- Assessment Models

The Clinton Public School SLS uses this curriculum to develop treatment plans based on the student's needs. An eclectic approach to therapy is most effective in this discipline. The SLS constantly stays abreast of evidenced-based practices within the field of Speech-Language Pathology.

The long-range goal of speech-language services is to improve the student's communication as it relates to academic content and classroom performance. Short-term objectives are sequenced in the order most appropriate for each student.

New Jersey State Department of Education
Common Core State Standards

A note about Common Core State Standards for Language Arts.

The Common Core State Standards for Language Arts were adopted in 2010. The standards referenced in this curriculum guide refer to the progress indicators in these newly adopted standards. A complete copy of the Common Core State Standards for Language Arts may be found at:

http://www.corestandards.org/the-standards/english-language-arts-standards (by grade band)

http://www.corestandards.org/the-standards (in their entirety)

Grades PreK-8
Speech and Language

<u>Articulation and Phonology</u>

Articulation is traditionally considered a refined motor speech act, which results in production of individual speech sounds in the initial, medial, and final positions of words. Articulation disorders are described in terms of substitutions, omissions, additions or distortions of individual consonants, vowels and/or consonant blends. In articulation therapy the focus is on accuracy and precision of the motor movements necessary for sound production.

Phonology includes patterns of sound usage from a linguistic rather than merely a motoric perspective and encompasses the rules that govern speech sound production in context.

<u>Eligibility Criteria</u>

According to the New Jersey Administrative Code (N.J.A.C.), a student who evidences articulation errors or a phonological disorder is eligible for speech-language services if the speech disorder is:

> "unrelated to dialect, cultural differences or the influence of a foreign language, which adversely affects educational performance" [N.J.A.C.6A:14-3.6(a)1]

<div align="center">and</div>

> "on a standardized articulation or phonology assessment, the student exhibits one or more sound production error patterns beyond the age at which 90% of the population has achieved mastery according to current developmental norms and misarticulates sounds consistently in a speech sample." [N.J.A.C.6A:14-3.6(b)1]

<u>Educational Impact</u>

Any articulation or phonological disorder that impacts a student's success in achieving the College and Career Readiness (CCR) and grade-specific standards, set forth in the Common Core State Standards, should be considered to demonstrate detrimental academic impact. This will most likely be observed in the student's literacy development and/or ability to be understood during oral discussion, oral reading, and oral presentations across all content areas. The ability to use speech as a tool to establish and develop peer relationships and experience sound emotional development should also be considered in identifying evidence of educational impact.

Curriculum Management System **Subject/Grade Level:** **Grades PreK-8** **Speech and Language**	**Topic:** Articulation (Traditional Approach)
	Goal 1: The student will be able to produce the target sound(s) in spontaneous speech with 80% accuracy.

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

1.1. Develop multi-sensory discrimination between the target and error phoneme (s) production.
 	
1.2. Produce the target phoneme(s) in isolation.
 	
1.3. Produce the target phoneme(s) in syllables.
 	
1.4. Produce the target phoneme(s) in words (initial, medial, final positions).
 	
1.5. Produce the target phoneme(s) in carrier phrases and sentences.
 	
1.6. Produce the target phoneme(s) in spontaneous conversation.
 	
The following standards apply to each of the objectives listed above:
  Reading Foundations (RF)
  RF.K.2.a-e; RF.K.3.a,b,d; RF.K.4
  RF.1.2.b-d; RF.1.3.a-f; RF.1.4.a-b
  RF.2.3.a-e; RF.2.4.a-b
  RF.3.3.b-c; RF.3.4.a-b
  RF.4.3.a; RF.4.4.a-b
  RF.5.3.a; RF.5.4.a-b
	Essential Questions:
	How will improving your speech make you a better student?
	How will improving your speech help you to communicate better in your classroom and with your friends?
	
	Conceptual Understandings:
	Improving my speech will help me sound out words, read faster and spell better. It will give me confidence speaking aloud in class and help me to be understood by my friends.
		Instructional Tools/Materials:
		Worksheets
		Articulation cards
		Game boards
		Colored blocks, squares and/or letter tiles
		Minimal Pair cards
		Mouth pictures
		Straws and horns
		
		Technology:
		Mirror
		iPod, iPad
		CD player/Tape recorder
		Computer software
		Stereo Amplified Listener
		Auditory feedback headphones
		
		Resources/Reference Books:
		The Source for Apraxia
		The Lindamood Phoneme Sequencing Program for Reading, Spelling & Speech
		The ABCs of Orton-Gillingham
		
		Learning Activities/Strategies:
		Prompt- await and evaluate response – adjust prompt/reteach

Curriculum Management System Subject/Grade Level: **Grades PreK-8** **Speech and Language**	**Topic:** Articulation (Traditional Approach)
	Goal 1: The student will be able to produce the target sound(s) in spontaneous speech with 80% accuracy.

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
Speaking and Listening (SL) SL.K.6 SL.1.6 SL.2.6 SL.3.6 SL.4.6 SL.5.4 SL.6.4 SL.7.4 SL.8.4		Dynamic Temporal & Tactile Cueing (DTTC) Use appropriate charts and graphic organizers to move student from direct prompting to more independent functioning Listen and follow directions Auditory Bombardment Intrapersonal auditory discrimination Interpersonal auditory discrimination Sound production matching Straw/horn therapy standard sequence of procedures Articulation drills Oral motor activities Phonemic Awareness activities Insert articulation cards into slotted board Kaufman Speech Praxis Treatment Kits **Interdisciplinary Activities:** Literacy support through Phonemic Awareness activities Coordination of speech activities with grade level curriculum subject matter (i.e. themes, units, plays, vocabulary) **Assessment Models:** Accomplishment of objectives 80% of time as measured by formal or informal assessments Observations by speech-language specialist Demonstration of skill transfer into classroom as reported by teacher Standardized Triennial Reevaluation when appropriate

Curriculum Management System **Subject/Grade Level:** # Grades PreK-8 # Speech and Language	**Topic:** Phonology (Phonological Process Approach) **Goal 2:** The student will increase intelligibility by eliminating phonological processing errors.
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
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2.1. Eliminate syllable reduction.
 	
2.2. Eliminate initial consonant deletion.
 	
2.3. Eliminate final consonant deletion.
 	
2.4. Eliminate velar fronting.
 	
2.5. Eliminate backing.
 	
2.6. Eliminate cluster reduction.
 	
2.7. Eliminate liquid gliding.
 	
2.8. Eliminate voicing.
 	
2.9. Eliminate devoicing.
 	
The following standards apply to each of the objectives listed above:
    Reading Foundations
    RF.K.2a-e; RF.K.3.a, b, d; RF.K.4
    RF.1.2.b-d; RF.1.3.a-f; RF.1.4.a-b
    RF.2.3.a-e; RF.2.4.a-b
    RF.3.3.b-c; RF.3.4.a-b
    RF.4.3.a; RF.4.4.a-b
    RF.5.3.a; RF.5.4.a-b
	Essential Questions:
	How will improving your speech make you a better student?
	How will improving your speech help you to communicate better in your classroom and with your friends?
	
	Conceptual Understandings:
	Improving my speech will help me sound out words, read faster and spell better. It will give me confidence speaking aloud in class and help me to be understood by my friends.
		Instructional Tools/Materials:
		Worksheets
		Phonemic Awareness cards
		Game boards
		Colored blocks, squares and/or letter tiles
		Minimal Pair cards
		Mouth pictures
		
		Technology:
		Mirror
		iPad, iPod
		CD player/Tape recorder
		Computer software
		Stereo Amplified Listener
		Auditory feedback headphones
		
		Resources/Reference Books:
		The Giant Book of Phonology
		Scissors, Glue and Phonological Processes, Too!
		
		Learning Activities/Strategies:
		Prompt- await and evaluate response - adjust prompt/reteach
		Dynamic Temporal & Tactile Cueing (DTTC)
		Use mouth pictures to move student from direct prompting to more independent functioning
		Listen and follow directions

Curriculum Management System **Subject/Grade Level**: **Grades PreK-8** **Speech and Language**	**Topic**: Phonology (Phonological Process Approach)
	Goal 2: The student will increase intelligibility by eliminating phonological processing errors.

Objectives / Cluster Concepts / **Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology /** **Resources / Learning Activities / Interdisciplinary** **Activities / Assessment Model**
Speaking and Listening SL.K.6 SL.1.6 SL.2.6 SL.3.6 SL.4.6 SL.5.4 SL.6.4 SL.7.4 SL.8.4		Intrapersonal auditory discrimination Interpersonal auditory discrimination Sound production matching Phonology drills Auditory closure activities Phonemic Awareness activities (i.e. Sound Manipulation, Deletion, Blending, Segmenting, Rhyming…) Insert articulation cards into slotted board **Interdisciplinary Activities:** Literacy support through Phonemic Awareness activities Coordination of speech activities with grade level curriculum subject matter (i.e. themes, units, plays, vocabulary) **Assessment Models:** Accomplishment of objectives 80% of time as measured by formal or informal assessments Observations by speech-language specialist Demonstration of skill transfer into classroom as reported by teacher Standardized Triennial Reevaluation when appropriate

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