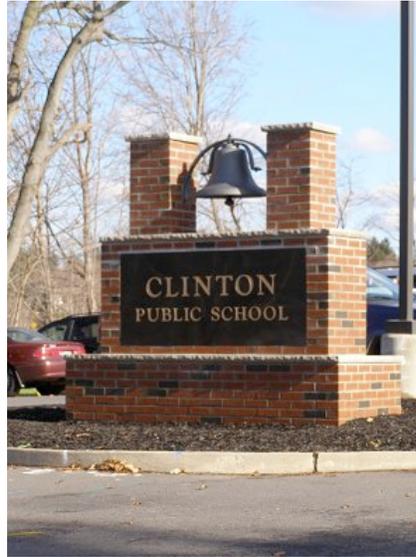


# Clinton-Glen Gardner School District



## Curriculum Management System

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Speech and Language

Grades PreK-8

April 2012

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: May 15, 2012

## Table of Contents

<b>Clinton-Glen Gardner School District Administration and Board of Education Members</b>	<b>Page 3</b>
<b>Acknowledgments</b>	<b>Page 4</b>
<b>District Mission Statement and Philosophy</b>	<b>Page 5</b>
<b>Common Core State Standards</b>	<b>Page 8</b>
<b>Fluency Introduction</b>	<b>Page 9</b>
<b>Fluency Unit Plan</b>	<b>Page 11</b>
<b>References</b>	<b>Page 14</b>

# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

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## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

**Writers' Names:** Susan Kirby DeSapio  
Camille Acquaviva Reilly

# **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

### Fluency

A disorder of fluency is characterized by disruption in the flow of speech. **Early Childhood Dysfluency** sometimes occurs between two-to-five years of age during the acquisition of speech and language. The “normal dysfluency” may consist of part-word repetitions and dysrhythmic phonations. The goal of intervention is to increase fluency and to prevent the development of secondary stuttering characteristics. The speech-language specialist provides parent suggestions, references, and consultation regarding childhood dysfluency.

The pro-active intervention approach encourages pleasant, anxiety-free language experiences. This can provide the child with an increased number of fluent speech utterances while maintaining both a positive attitude toward speech and an anxiety-free attitude toward the dysfluencies.

There are two types of school-age fluency disorders:

**Stuttering** - repetitions, prolongations, and/or hesitations of speech sounds, words and/or phrases. Dysfluency impairs the rate and rhythm of speech and may be accompanied by secondary symptoms such as eye-blinking and head jerking.

**Cluttering** - an excessively fast rate of speech, possible repetitions, unorganized structure of sentences and slurred or omitted sounds and syllables. (Van Riper, 1978, p.59)

### Eligibility Criteria

According to the New Jersey Administrative Code, a student is “eligible for speech-language services” for a fluency disorder if:

The 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]

and

“the student demonstrates at least a mild rating, or its equivalent, on a formal fluency rating scale and in a speech sample, the student exhibits dysfluency in five percent or more of the words spoken.” [N.J.A.C. 6A:14-3.6(b)2]

## **Educational Impact**

Any fluency 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 may negatively impact oral discussion, oral reading and oral presentations across all content areas. Adverse effects of dysfluency may also be manifested in social interaction and/or vocational education.

Additional elements of educational impact include:

- pattern of fluency which elicits negative listener reactions; and
- negative social and/or emotional behaviors directly resulting from the communication difficulties such as withdrawal, depression or interference with school performance.

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Fluency</b></p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Goal 1:</b> The student will understand stuttering/cluttering and minimize, reduce or eliminate his/her dysfluencies.</p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>1.1. Eliminate or reduce the student's fear of dysfluency.</p> <p>1.2. Motivate the student to improve his/her fluency.</p> <p>1.3. Identify the student's own primary and secondary characteristics of his/her dysfluency.</p> <p>1.4. Identify anxiety-producing situations that increase dysfluency.</p> <p>1.5. Train the student to anticipate success in all speech attempts.</p> <p>1.6. Identify the student's expectations for improvement.</p> <p>1.7. Modify the speaking environment.</p> <p>1.8. Consult with the family regarding strategies to develop an environment conducive to optimal fluency.</p> <p>1.9. Consult with the family regarding new ways to modify the home speaking-behavior.</p>	<p><b>Essential Questions:</b>  How will improving your fluency help make you a better student?  How will improving your fluency help you to communicate better in your classroom and with your friends?</p> <p><b>Conceptual Understandings:</b>  Improving my fluency will give me confidence speaking aloud in class and with my friends.</p>	<p><b>Instruction Tools/Materials:</b>  Easy Does It – Fluency Activities for Young Children  Easy Does It for Fluency – Intermediate  If Your Child Stutters – A Guide for Parents  Pat Trieber resources  Pacing Board</p> <p><b>Technology:</b>  Metronome  Recording devices (IPAD, IPOD, tape recorder)</p> <p><b>Resources/Reference Books:</b>  The Source for Stuttering – Ages 7 to 18  The Source for Children's Voice Disorders</p> <p><b>Learning Activities:</b>  Slow start - Easy onset  Light contact  Cancellation  Pull-out  Preparatory set  Variation  Breathing – Relaxation techniques</p> <p><b>Interdisciplinary Activities:</b>  Academic support through fluency development activities  Coordination of speech activities with grade level</p>

<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grades PreK-8</b>  <b>Speech and Language</b></p>	<p><b>Topic: Fluency</b></p> <p><b>Goal 1:</b> The student will understand stuttering/cluttering and minimize, reduce or eliminate his/her dysfluencies.</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>1.10. Eliminate, or minimize the student's dysfluencies.</p> <p>1.11. Communicate effectively by using strategies that will eliminate or minimize the student's whole-word repetitions, part-word repetitions, and/or prolongations.</p> <p>1.12. Communicate effectively by using strategies that will eliminate or decrease secondary stuttering characteristics.</p> <p>1.13. Use modified speech patterns within the school environment.</p> <p>The following standards apply to each of the objectives listed above:</p> <p>    Reading Foundations (RF)      RF.K.4      RF.1.4.a-b      RF.2.4.a-b      RF.3.4.a-b      RF.4.4.a-b      RF.5.4.a-b</p> <p>    Speaking and Listening (SL)      SL.K.6      SL.2.4      SL.3.4</p>		<p>curriculum subject matter (i.e. class participation and oral presentation within the classroom)</p> <p><b>Assessment Models:</b>  Stocker Probe Technique  Speech sample: dysfluency count; stuttering frequency; stuttering quality; rate of speech; Mean Length of Utterances (MLU)  Informal checklists (student, parent, teacher)  Observations  Self-report</p>

<b>Curriculum Management System</b> <u><b>Subject/Grade Level:</b></u> <b>Grades PreK-8</b> <b>Speech and Language</b>	<b>Topic: Fluency</b>	
<b>Objectives / Cluster Concepts /  Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions,  Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology /  Resources / Learning Activities / Interdisciplinary  Activities / Assessment Model</b>
SL.4.4 SL.5.4 SL.6.4 SL.7.4 SL.8.4		

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