

## Taking Speech and Language Practices to the Next Level

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## Where are you at?

EVALUATING YOUR PROGRESS  
SETTING A GOAL FOR TODAY

## Questions on your mind

## Approaches to organizational change

- Problem-solving approach
  - Deficit approach
- Appreciative Inquiry (AI)
  - Abundance approaches

## AI 4-D Cycle

- Discovery
- Dream
- Design
- Destiny

## Educational Reform

COMMON CORE STATE STANDARDS



## What will NOT be important in tomorrow's economy?

(S)

**Facts:** Anything that can be Memorized

**Rote skills:** Anything that can be done more easily with a computer

**Working alone:** Ability to sit in neat rows and work solely by oneself.

...

## What will be? What are "21st Century Skills?"

(9)

- 4C's
  - Critical Thinking
  - Communication
  - Collaboration
  - Creativity
- 3 R's

## Common Core State Standards

(9)

- Tell your neighbor: **3 things you know about the CCSS**

You might discuss

- College and Career Readiness Anchors
- Disciplinary literacy
- Speaking and Listening
- Informational text
- Text Complexity
- Lexiles

## ELA and Math K-12

(9)

- ELA K-5 : Interdisciplinary
- ELA 6-12
- ELA in the Content Areas : Literacy in Social Studies and Science
- ELA Appendices

## Roles and Responsibilities of Speech-Language Pathologists in Schools

ASHA  
American Speech-Language-Hearing Association

**NEW!** Policy Documents

- Position Statement
- Professional Issues Statement

Available from [www.asha.org/policy](http://www.asha.org/policy)

**Critical Roles**

- Working Across All Levels
- Supporting a Range of Learners
- Providing Critical Contributions to Curriculum
- Highlighting Language/Literacy Proficiency/Competency Domains

**Collaboration**

- With Other School Professionals
- With Universities
- With Families
- With Students

**Who should know about these documents?**

- Other SLPs in your school district
- The special education director in your district
- Your supervisor
- Your colleagues
- Reading specialists, school psychologists, and other support personnel with whom you work
- IFT leaders in your district and nearby
- Parents

**Position Statement:**

Chosen by educational administrators, higher education, and working professional practitioners, this is the position of the American Speech-Language-Hearing Association (ASHA) that based on their unique skill set, speech-language pathologists (SLPs) are essential to the well-being and success of children and adolescents in schools as well as in the discipline of speech-language pathology.

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**What is needed?**

Role and Responsibility Alignment

Responsible Workflows

Professional Preparation

Lifelong Learning

**Not one more thing!**

**Range of Responsibilities**

- Prevention
- Assessment
- Intervention
- Program Design
- Data Collection and Analysis
- Consultation

**Leadership**

- Agency Supervision and Mentoring
- Professional Development
- Parent Training
- Research

**What can you do to spread the word?**

- Provide a hard copy or link to the documents for key constituents.
- Consider relevant districts for specific projects.
- Provide an overview at a district professional management activity.
- Present at conferences at district meetings.
- Post a short letter to ask your school officials.
- Engage in ongoing professional development to enhance implementation of these roles.
- Ask your local university about how they prepare SLPs to meet these roles.

Position Statement on the Roles and Responsibilities of the School-Based Speech-Language Pathologist (October 2011)  
 Role and Responsibility Alignment of the School-Based Speech-Language Pathologist (October 2011)  
 What is Needed? Role and Responsibility Alignment of the School-Based Speech-Language Pathologist (October 2011)  
 What can you do to spread the word? (October 2011)

### ASHA's Position: SLPs in Schools

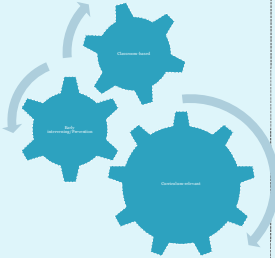
- (1) Have **integral roles** in education and are essential members of school faculties
- (2) Help students meet performance **standards**
- (3) Work in **partnership** to meet students' needs
- (4) Provide direction / **advocacy**
  - Defining their roles and responsibilities and
  - Ensuring appropriate services to students

### Critical Roles

- **Ensuring Educational Relevance** – The litmus test
- **Providing Unique Contributions to Curriculum** –
  - Linguistic and metalinguistic foundations of curriculum learning
    - ✦ for students with disabilities,
    - ✦ as well as other learners at risk for school failure
- **Highlighting Language/Literacy** –
  - Given interrelationships across the language processes of listening, speaking, reading, and writing.
  - SLPs contribute significantly to the literacy achievement of
    - ✦ Students with disabilities,
    - ✦ Other learners at risk for school failure

### What initiatives are going on in your buildings?

### It all fits together



Discuss:

How does implementing one part help to implement the others?

### Common Core Samples

### Build a scenario

## Examples in Subject Areas

## Resources for Curriculum-Relevant Therapy

## Making a Plan