


**The School SLP in the  
21<sup>st</sup> Century**

So Much to Do, So Little Time

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**Disclosure**

- *Financial* – Received registration and honorarium from WVSHA and faculty member at WVU
- *Nonfinancial* – No relevant nonfinancial relationship exists




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**Learning Outcomes**

- Understand the legislative expectations for the school-based SLPs, integrating state standards into daily practice
- Identify effective collaboration and communication skills for use in different situations
- Provide examples of curriculum-based evaluation and treatment activities




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# Academic Relevance

Legal Mandates and State Standards




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## Current educational mandates view

- ESSA
  - Funding for development of MTSS and RtI programs (including SLPs)
  - Specialized Instructional Support Personnel
- IDEIA
  - LRE
  - Curricular Impact
  - Teams with IEPs


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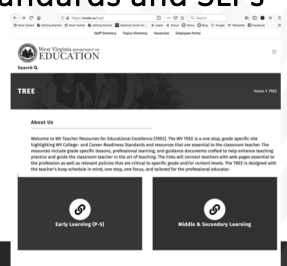

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## State Standards and SLPs


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## 1<sup>st</sup> Grade

- Early Learning Found: Reading
  - ELA.1.1 – Ask and answer questions about key details in a literary text.
  - ELA.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts.
  - ELA.1.3 – Describe characters, settings, and major events in a story using key details in literary texts.




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## 1<sup>st</sup> grade

- Writing
  - ELA.1.20 - Write opinion pieces by introducing the topic or name of the text discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
  - ELA.1.21 – Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.
  - ELA.1.22 – Write narratives to recount 2 or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.




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## 6<sup>th</sup> Grade

- Reading
  - ELA.6.1 – Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
  - ELA.6.2 – Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.




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## 6<sup>th</sup> Grade

- Social Studies
  - SS.6.1 - Apply the process of how a bill becomes a law to follow a current legislative bill.
  - SS.6.2 – Compare and contrast different forms of government worldwide and their influence on historic events: the Great Depression, World War I, World War II, and 9/11.




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## Connecting to the Curriculum

Johnny will follow 3-step simple directions with 80% accuracy.



Johnny will complete his writing assignments with no more than 2 prompts three out of four days.




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## Collaboration/ Communication

Interprofessional practice




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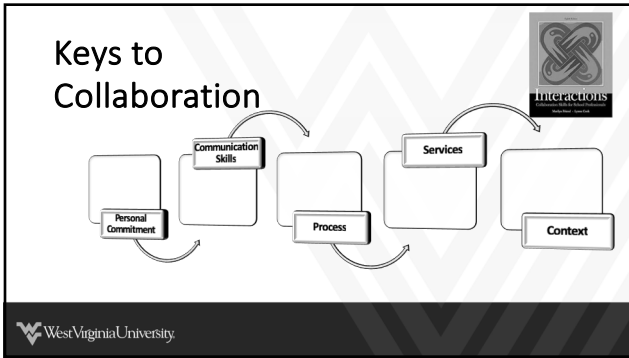
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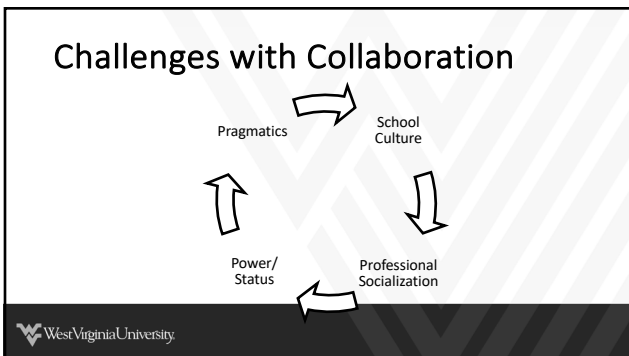
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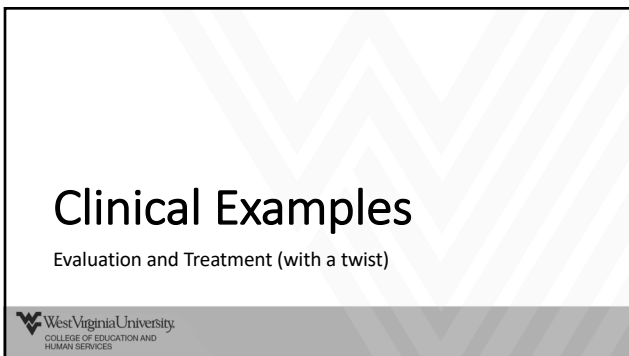
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### Evaluation – Case 1

- Jack is 3<sup>rd</sup> grader
  - Participated in services since EI (including transition to Part B at 3 years)
  - Knows he struggles in school
    - Based on a screening her oral language is WNL
    - However, struggles to understand what he reads
    - Writing is simple, repetitive, and sometimes omits information (as well as having more spelling and grammar errors)



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### Evaluation – Case 1

- File Review
- Interview
- Observation
- Testing



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### Evaluation – Case 2

- Sarah, 10<sup>th</sup> grader
  - Participated in services from kindergarten to 2<sup>nd</sup> grade. Since that time she has been in and out of various supports (e.g., Title 1 groups, resource room, and other MTSS activities)
  - Teachers report
    - Doesn't respond to questions in class. When she does, her answers "seem off." Homework may or may not be completed and writing is repetitive, disorganized, and creates more questions in the reader than answers.



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## Evaluation Plan – Case 2

- Reviewing Files
- Interviewing
- Observing in the classroom
- Testing



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## Where are we at?



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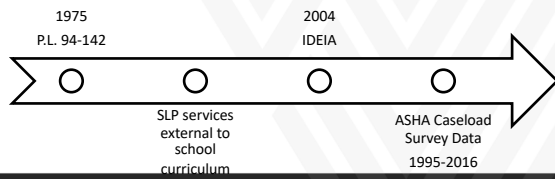
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## Historically



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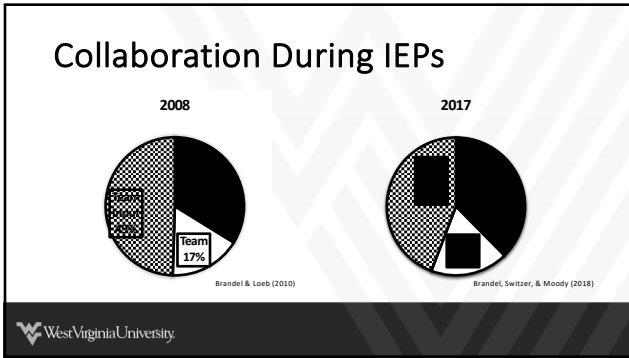
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- ### Places for Services
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| <p><b>2008</b></p> <ul style="list-style-type: none"> <li>• Severe Language Disorders           <ul style="list-style-type: none"> <li>• Group outside of the Classroom</li> </ul> </li> <li>• Mild and Moderate Language Disorders           <ul style="list-style-type: none"> <li>• Groups outside the classroom (~60%)</li> </ul> </li> </ul> | <p><b>2017</b></p> <ul style="list-style-type: none"> <li>• Severe Language Disorders           <ul style="list-style-type: none"> <li>• Individually in other setting</li> </ul> </li> <li>• Mild and Moderate Language Disorders           <ul style="list-style-type: none"> <li>• Groups Outside the Classroom (~60%)</li> </ul> </li> </ul> |
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- West Virginia University

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## Things to Consider

- Reflect on where you are professionally
  - What is going well?
  - Where do you see opportunities?
  - Take some data



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- Long-term Goal (5 years)
  - Develop short-term goals
    - Things to include
      - Timeline
      - Behavioral Measures



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## Professional Development Plan



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