School-Based Issues

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EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006

ASHA Self-Study 2169 SIG 16
INTRODUCTION

This issue of Perspectives focuses on speech/language service to adolescent students with consideration to Common Core State Standards (CCSS). The articles describe the way that the adoption of CCSS provides opportunities to change the way speech/language services are provided, to capitalize on the skills of the SLP in literary instruction, to increase collaboration between SLPS and content area teachers, and information regarding how SLPS can serve as leaders in literacy instruction. These articles also describe the ideal IEP process, compare/contrast specific strategy instruction with content area instruction, and explain how digital text can be used with instruction and intervention.

LEARNING OUTCOMES

After completing this program, you will be able to:

- describe the purpose of the Common Core State Standards and tell which strand(s) pertain to SLPs.
- think critically about incorporation of different types of digital texts with intervention
- compare and contrast discipline specific strategy instruction with general strategy instruction summarize the potential benefits of participating in virtual learning communities
- increase the knowledge of SLPS about content area teachers’ perspectives on language and literacy in the context of the Common Core State Standards (CCSS) and guide them in providing key professional services
- discuss a variety of service delivery models that might be used for this population

PROGRAM HISTORY

Original start date: November 20, 2013
Available through: August 13, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before August 13, 2016.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 15 ASHA CEUs (Intermediate level, Professional area).
DISCLOSURES

Using the CCSS to Support Struggling Writers in the Secondary Setting
by Angela Greenwood

Financial:
Speech-language pathologist and augmentative communication specialist, Salem-Keizer School District.

Nonfinancial:
None.

Entering the Digital Literacy Era: Considerations for Digital Texts in Intervention
by Melissa Malani

Financial:
Speech-language pathologist, Florida Speech, professional learning facilitator and adjunct instructor, University of Central Florida.

Nonfinancial:
Author has previously published in this subject area. Some of these pieces are referenced in this paper.

General and Discipline Specific Strategies and Adolescents Who Struggle: What Can an SLP Do?
by Patricia Sampson Graner

Financial:
Director, Professional Development Research Institute, University of Kansas Center for Research on Learning.

Nonfinancial:
None.

Language and Literacy Demands of Content Area Courses in the Era of the Common Core State Standards: Teachers’ Perspectives and the Role of the SLP
by Vicky Zygouris-Coe and Carrie Goodwiler

Financial:
Vicky Zygouris-Coe is a professor in the School of Teaching, Learning, and Leadership at the University of Central Florida. Carrie Goodwiler is a speech-language pathologist in the San Marcos Unified School District.

Nonfinancial:
Vicky Zygouris-Coe has previously published in this subject area. Some of these pieces are referenced in this paper. Carrie Goodwiler has no nonfinancial relationships to disclose.

Effective Service Delivery in Middle and High Schools
by Perry Flynn

Financial:
Associate professor, Department of Communication Sciences and Disorders, University of North Carolina at Greensboro.

Nonfinancial:
Perry Flynn has previously published in this subject area.