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Goal Writing Aligned with State Standards



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Learning Objectives

- Explain how Common Core State Standards (CCSS) align with speech and language deficit areas
- Discuss how to avoid a «one size fits all » approach to utilizing the CCSS
- Write goals and objectives for a variety of students using the CCSS that are tailored to meet specific, identified student needs

Agenda

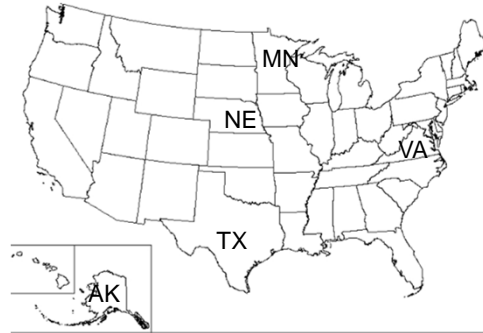
- 15 minutes
 - Introduction and Overview of CCSS
- 30 minutes
 - Writing Educationally Based Goals for students
- 15 minutes
 - Targeting educationally relevant needs of students

Common Core State Standards (CCSS) were “born”

- In an attempt to streamline educational standards throughout the country

Is everyone using them?

- All but five states (Alaska, Minnesota, Nebraska, Texas and Virginia) have adopted the CCSS



What is the Common Core State Standards Initiative?

- A state-led effort that establishes a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt



How were they developed?

- Research and evidence-based
- Aligned with college and work expectations
- Rigorous
- Global and competitive (Internationally benchmarked)
- Rely heavily on “**communication competence**”

What do they do?

- Common Core State Standards outline general cross-disciplinary expectations deemed essential for college and career readiness in the 21st century

Ehren, Blosser, Roth, Paul, and Nelson (2012)

What do they include?

- Integrated model intertwines
 - Writing
 - Speaking
 - Listening
 - Language



Vision of the Common Core State Standards

- Students will be successful in school
- Leave high school with core knowledge and skills
- Be prepared for post-secondary education and/or employment

Goal of the Common Core State Standards

- Provide a clear set of shared goals and expectations
- Equip students with knowledge and skills required to succeed in the global society

Expectation of the Common Core

- Educators work collaboratively together
- General educators and special educators
- Speech pathologists and related service providers included in that expectation
- Align IEP goals and objectives of students with the CCSS

SLPs must:

- Collaborate with our general education and special education peers (must demonstrate knowledge of the common core to do so)
- Infuse standards (CCSS) into IEP language
- Develop evidence-based treatment plans
- Make the curriculum accessible to our students by matching our treatment targets with their educational needs

What if SLPs do not align their goals with the CCSS?

- We may dilute our impact on students' language-related achievements
- Deny our students the benefits they can experience through collective impact, when all constituents share a common goal

Justice (2013)

What happens when SLPs do align their goals with the CCSS?

- Explicitly link goals we are addressing in treatment to those of the general curriculum
- Support the students who are most at risk in our public schools
- Explicitly targeting academic language skills will greatly improve the academic relevance of the SLP and the goals we have for our students
- Our goals will elevate the academic language skills of students with language disorders
- Ensure our goals are rigorous and farsighted with respect to our students' academic futures

Justice (2013)

Why is it so important?

- Students with speech-language deficits require additional teaching and practice in order to perform well on classroom-based material
- Developing goals/objectives around the CCSS provides the student with more teaching and practice time in curriculum areas that prove to be most difficult for them
- Provides us with a framework to optimize student outcomes, foster independence, and support future goals for our students
- Allows us to teach concepts across standards for greater achievement versus teaching one concept at a time
- Standards-based instruction promotes sequential learning with a longitudinal plan and builds competence over time.

- Communication in oral and written forms such as listening, speaking, reading and writing is key to academic success. Limitations in any of these areas prevent students from being able to fully access their education.

Catts, Fey, Zhang, and Tomlin (1999)

So how do we effectively infuse the CCSS into our IEP goals and objectives?

Step One (modified from *A Seven-Step Process to Creating Standards-based IEPs* – Project Forum at NASDSE 2007):

- Review the CCSS Grade-level Standards
 - Review the relevant grade-level standards in order to identify what content/skill the student should know/demonstrate by the end of the current grade level.

Step Two:

- Review assessment data and determine present levels of academic and functional performance.
 - This information specifies the skills/knowledge the student already possesses in a specific academic area, and establishes the student's current performance in relation to achieving state standards.

Step Three:

- Prioritize deficit areas
 - It is not possible for a standards-based IEP to address all grade level standards nor every academic deficit a student may have, so priority needs of the student should be established by identifying skills considered to be the most likely to hinder a student's access or progress toward a state standard.

Step Four:

- Correlate deficit to grade-level standards
 - Match the priority deficit skill to the corresponding grade-level standard within the CCSS. The selected standards should be those determined to have the greatest potential to accelerate student achievement most efficiently to close the gap between present level of performance and desired level of performance

Step Five:

- Develop annual goals
 - After identifying the priority deficit skill areas and corresponding grade-level standards for the student, annual goals are developed. These goals will target the deficit area and specify anticipated results to be achieved during the annual IEP period, when the student is provided with specifically designed instruction.

Step Six:

- Develop short term objectives
 - Short term objectives will be the “building blocks” by which the student will be guided on his/her way to their annual goal. The short term objectives are the more discrete, manageable learning tasks needed for the child to succeed in meeting the annual objective.

Model for Goal Writing

- **Who** – student
- **What** – what will student need to do? Is it measurable and observable?
- **When** (timeframe) – how long does the student have to work on the goal?
- **Where** (conditions) – setting, situation, materials
- **How** (criterion) – to what level or degree must student perform? Level of mastery required?
- **Assessment** – method used to measure progress/attainment of goal?

Example, Kindergarten

- A typical speech objective written for a kindergarten student working on categories may read
 - *Student will categorize familiar objects*
- Common core state standard objective for kindergarten
 - *Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent (CCSS.ELA-Literacy.L.K.5.A)*

Using our model, an annual goal may look something like this:

- By the end of 36 instructional weeks (when), Mary (who) will demonstrate knowledge and use of at least 20 new grade-level appropriate concepts (what) during structured tasks (where) as evidenced by mastery (assessment) of the below stated objectives (how).

Using our model, an objective may look like this:

- By the end of 18 instructional weeks (when), Mary (who) will sort objects/pictures into categories (what) in 4 out of 5 trials (how) over 3 consecutive sessions (where) as judged by SLP data collection (assessment), with minimal auditory and visual cues provided.

Another objective may be:

- By the end of 30 instructional weeks (when), Mary (who) will identify and name the appropriate category for a variety of items presented (what) in 4 out of 5 trials (how) over three consecutive sessions (where) as judged by SLP data collection (assessment), with minimal auditory and visual cues provided.

Example, Third grade

- A typical speech objective written for a third grader working on verb tenses may read:
 - Student will demonstrate correct use of regular and irregular verbs
- CCSS objective written for third grade
 - Form and use regular and irregular verbs (CCSS.ELA-Literacy.L.3.1.D)

Including our model, an annual goal may look something like this:

- By the end of 36 instructional weeks (when), Mary (who) will correctly use verb tenses (what) in daily communication (verbal and written) tasks (where) as evidenced by mastery (assessment) of the below stated objectives (how).

Including our model, this objective may look like:

- By the end of 12 instructional weeks (when), Mary (who) will identify correct regular and irregular verb tenses in sentences (what) during structured therapy tasks (where) in 4 out of 5 trials over 5 consecutive sessions (how) as judged by therapist data collection (assessment) with minimal auditory and visual cues provided.

Another objective may look like:

- By the end of 24 weeks (when), Mary (who) will demonstrate correct use of regular and irregular verb tenses in sentences (what) during structured therapy tasks (where) in 4 out of 5 trials over 5 consecutive sessions (how) as judged by therapist data collection (assessment) with minimal auditory and visual cues provided (how).

Case Study Sydney Third Grade

Step One: Review the CCSS Grade-level Standards

- English Language Arts Standards » Speaking & Listening » Grade 3
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- Comprehension and Collaboration:
 - [CCSS.ELA-LITERACY.SL.3.1](#)
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - [CCSS.ELA-LITERACY.SL.3.1.A](#)
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - [CCSS.ELA-LITERACY.SL.3.1.B](#)
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - [CCSS.ELA-LITERACY.SL.3.1.C](#)
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - [CCSS.ELA-LITERACY.SL.3.1.D](#)
 - Explain their own ideas and understanding in light of the discussion.
 - [CCSS.ELA-LITERACY.SL.3.2](#)
 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - [CCSS.ELA-LITERACY.SL.3.3](#)
 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

•Presentation of Knowledge and Ideas:

•CCSS.ELA-LITERACY.SL.3.4

•Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

•CCSS.ELA-LITERACY.SL.3.5

•Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

•CCSS.ELA-LITERACY.SL.3.6

•Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here for specific expectations.](#))

Step Two: Review assessment data and determine present levels of academic and functional performance:

According to formal and informal assessment data, Sydney exhibits difficulty with explaining her own ideas, both verbally and in writing. She is unable to re-tell a story providing appropriate descriptive details. Responses to questions are not provided in complete sentences. In addition, Sydney is unable to ask appropriate questions as a means to gain/check for understanding, provide appropriate facts, offer elaboration/detail, or to actively participate in discussions about information presented. Strengths include age-appropriate receptive and expressive vocabulary skills, and use of grade-level appropriate grammatical and pragmatic skills. Ms. Jones, ELA teacher, reports that Sydney is always prepared in class, is on-time with homework assignments, is respectful of her classmates, and exhibits good listening skills. Ms. Jones' main concerns are Sydney's difficulty with oral classroom participation, her inability to present a narrative orally or in written format, and her reluctance to ask for assistance when she does not understand.

Step Three: Prioritize Deficit Areas

- Deficits include:
 - Asking appropriate questions
 - Using complete sentences to express ideas
 - Story retell with appropriate details
 - Classroom participation in oral discussions
 - Requesting assistance with class work when she does not understand

Step Four: Correlate Deficit to Grade-level Standards

- English Language Arts Standards » Speaking & Listening » Grade 3
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- **Comprehension and Collaboration:**
- CCSS.ELA-LITERACY.SL.3.1
- *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.*
- CCSS.ELA-LITERACY.SL.3.1.A
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA-LITERACY.SL.3.1.B
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.3.1.C
- **Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**
- CCSS.ELA-LITERACY.SL.3.1.D
- **Explain their own ideas and understanding in light of the discussion.**
- CCSS.ELA-LITERACY.SL.3.2
- **Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
- CCSS.ELA-LITERACY.SL.3.3
- **Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**

•**Presentation of Knowledge and Ideas:**

- CCSS.ELA-LITERACY.SL.3.4
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**
- CCSS.ELA-LITERACY.SL.3.5
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- CCSS.ELA-LITERACY.SL.3.6
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

Step Five: Develop Annual Goal

- Given visual, auditory and/or verbal stimuli (where), Sydney (who) will exhibit grade-level appropriate comprehension and collaboration skills (what) by successfully mastering (assessment) the following listening and speaking objectives (how) during an annual IEP period (when).

Step Six: Develop Short-term Objectives

- By the end of 24 weeks (when), when provided with curriculum-based information visually and/or orally by the SLP and/or teacher (where), Sydney (who) will ask (3) appropriate questions and answer (3) appropriate questions (related to the topic, related to details about the topic, or elaboration of knowledge about the topic) (what) in 4 out of 5 trials over 3 consecutive sessions (how) as measured by data collection/grades (assessment).

Another short-term objective for Sydney, under the same long-term goal, may be:

- By the end of 30 weeks (when), when provided with curriculum-based information visually and/or orally by the SLP and/or teacher (where), Sydney (who) will provide three pertinent details regarding the information presented by using complete, grammatically correct sentences (what) in 4 out of 5 trials over 3 consecutive sessions (how) as measured by data collection/grades (assessment).

Another objective may be:

- By the end of 36 weeks (when), when provided with curriculum-based information visually and/or orally by the SLP and/or teacher (where), Sydney (who) will retell a grade-level appropriate story providing 5 or more pertinent details, using complete sentences, (what) in 4 out of 5 trials over 3 consecutive sessions (how) as measured by data collection/grades (assessment).

Reminder:

- The goals, objectives and strategies used with each student must be individually adjusted based on academic, social, behavioral and communication skills exhibited by each student.

Other information to be mindful of.....

- Review accommodations and modifications
 - Accommodations are changes that help the student overcome and work around a disability (how)
 - Modifications are changes in what is being taught or expected from a student (what)

Accommodation

- Levels the playing field for students by changing “how” they work through the general education curriculum

Modification

- Modification goes beyond that and alters the game entirely by changing what is learned and thereby changing the content of the grade-specific curriculum

Content Modifications vs. Instructional Accommodations A CHART TO FACILITATE COMMUNICATION		
	Instructional Accommodation	Instructional Modification
EXPLANATION	<p>Changes <u>how</u> the content is</p> <ul style="list-style-type: none"> • taught, • made accessible, and/or • assessed. <p>Accommodations DO NOT change what the student is expected to master. The objectives of the course/activity remain intact.</p>	<p>Also changes <u>how</u> the content is</p> <ul style="list-style-type: none"> • taught, • made accessible, and/or • assessed. <p>Modifications DO change <u>what</u> the student is expected to master. Course/activity objectives are modified to meet the needs of the learner.</p>
EXAMPLES	<ul style="list-style-type: none"> • One-on-one or small group instruction • Extended time on assignments and/or assessments • Braille or large print materials • Shortened assignments and/or assessments • Slant boards or study carrels <p>Oral administration of subject-area tasks that do not assess decoding/reading comprehension</p>	<ul style="list-style-type: none"> • Instruction that focuses on selected grade-level TEKS instead of all of the TEKS for the grade-level course • Changes in the scoring rubrics or grading scale • Reducing the complexity of the activity (e.g., only one step as opposed to multiple steps to solve a problem) <p>Cueing or prompting the student during a grade-level activity</p>

www.texasprojectfirst.org

MODIFICATION = What
ACCOMMODATION = How

Collaboration! Collaboration! Collaboration!

- Only way you will know curriculum
- Only way you will know materials
- Only way you have to observe instructional strategies
- Only way you have to observe instructional styles
- Only way you have to observe what modalities are being used within the classroom

Collaboration.....

- Allows the SLP numerous opportunities to train classroom teachers successfully on how to differentiate instruction, utilize a variety of learning modalities, and increase the teacher's resource library
- By providing collaborative service delivery within the least restrictive environment, there is amazing potential to have greater collaborative partnerships while increasing team-building opportunities with colleagues

- The most important advantage, by far, is the ability to gain valuable knowledge of the curriculum and the expectations for students within the classroom
- In doing so, the value of what we do and of what we can provide to our students in terms of knowledge and skill as SLPs increases exponentially

Mount (2014)

References

- Blosser, J., Roth, F. P., Paul, D. R., Ehren, B. J., Nelson, N. W., & Sturm, J. M. (2012, August 28). Integrating the core. *The ASHA Leader*.
- Catts, H., Fey, M., Zhang, X., & Tomblin, J. B. (1999). Language basis of reading and reading disabilities: Evidence from a longitudinal study. *Scientific Studies of Reading*, 3, 331-361.
- Common Core State Standards Initiative: Preparing America's Students for College & Career (2012). Available at www.corestandards.org
- Content Modifications vs. Instructional Accommodations: A Chart to Facilitate Communication. Available at www.texasprojectfirst.org
- Ehren, B. J., Blosser, J., Roth, F. P., Paul, D. R., & Nelson, N. W. (2012, April 03). Core commitment. *The ASHA Leader*.

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- Power-deFur, L., & Flynn, P. (2012). Unpacking the standards for intervention. *Perspectives on School-Based Issues*, 13, 11-16.

Resources

- www.asha.org/slp/schools/resources-and-references.htm
- www.corestandards.org
- www.goalbookapp.com
- www.nasdse.org
- www.specialeducationadvisor.com/free-common-core-standards-app/
- www.texasprojectfirst.org

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