



A SHARED PATH TO SUCCESS

SPECIAL EDUCATION REFORM
NYC PUBLIC SCHOOLS

LITERACY: WHAT'S SPEECH GOT TO DO WITH IT?

Developed by Office of Related Services – Speech-Language Dept.

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Contents

- What we know about literacy
- Data about literacy and their implications for college and career readiness
- Shared Path to Success
- Roles and Responsibilities of Teachers of Speech Improvement
- Language and Literacy Link
- Continuum of Instruction
- School-Age Literacy Intervention

Guiding Questions

1. What is the current literacy rate and how does it impact college and career readiness?
2. What is addressed in speech-language therapy?
3. How does speech-language therapy support literacy?

- **What is the current literacy rate and how does it impact college and career readiness?**

Current literacy rate and how does it impact college and career readiness?

“Literacy is one of the most critical components of academic success, but the majority of students are leaving high school without the reading and writing skills needed to succeed in college and a career.”

Source: Alliance for Excellent Education Policy Brief

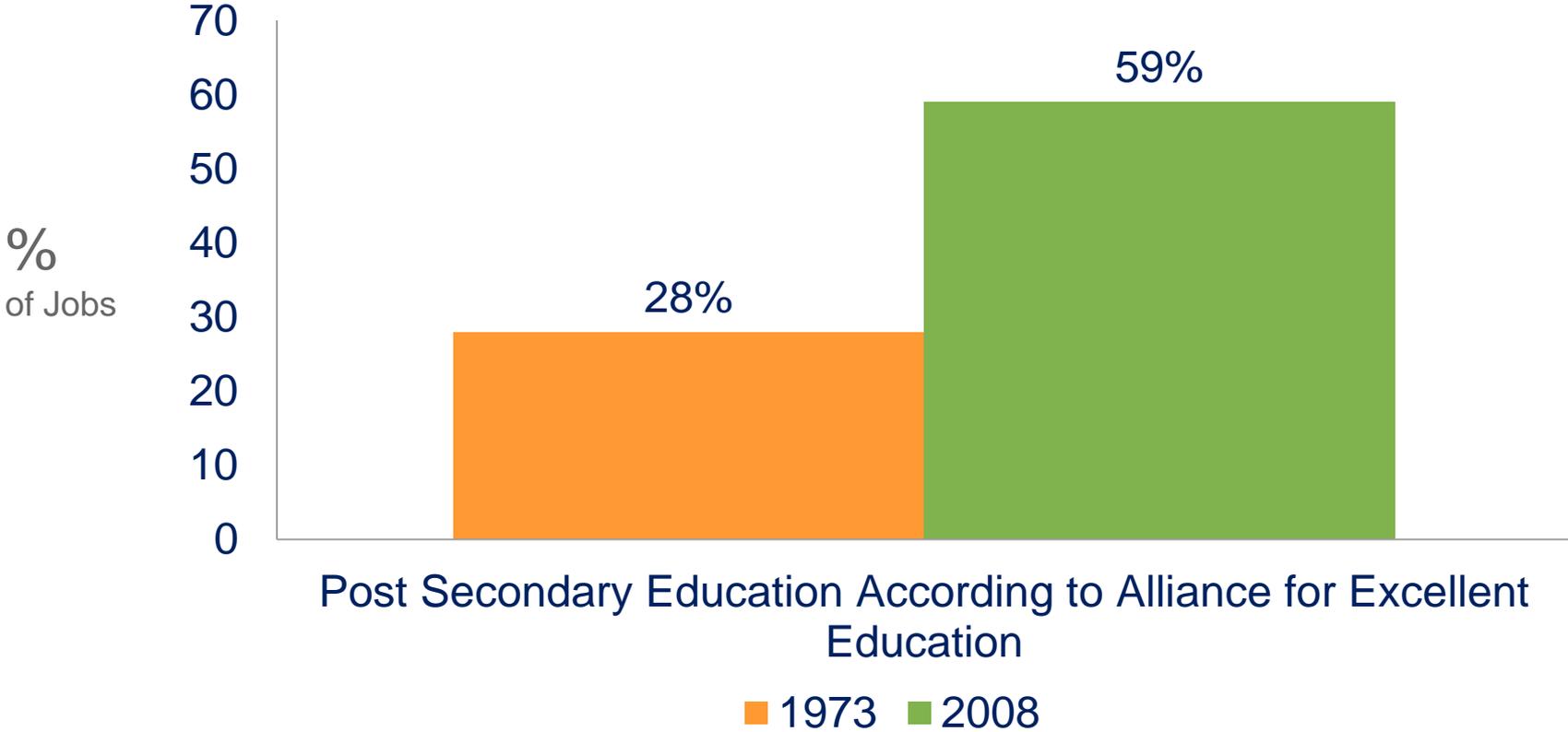
Current literacy rate and how does it impact college and career readiness?

“The majority of students leave high school without the advanced reading and writing skills needed to succeed in college and a career. According to the National Assessment of Educational Progress (NAEP), more than 60 percent of twelfth-grade students scored below the proficient level in reading achievement, and 27 percent scored below the basic level in reading”

Source: Alliance for Excellent Education Policy Brief

Jobs Requiring Post Secondary Education

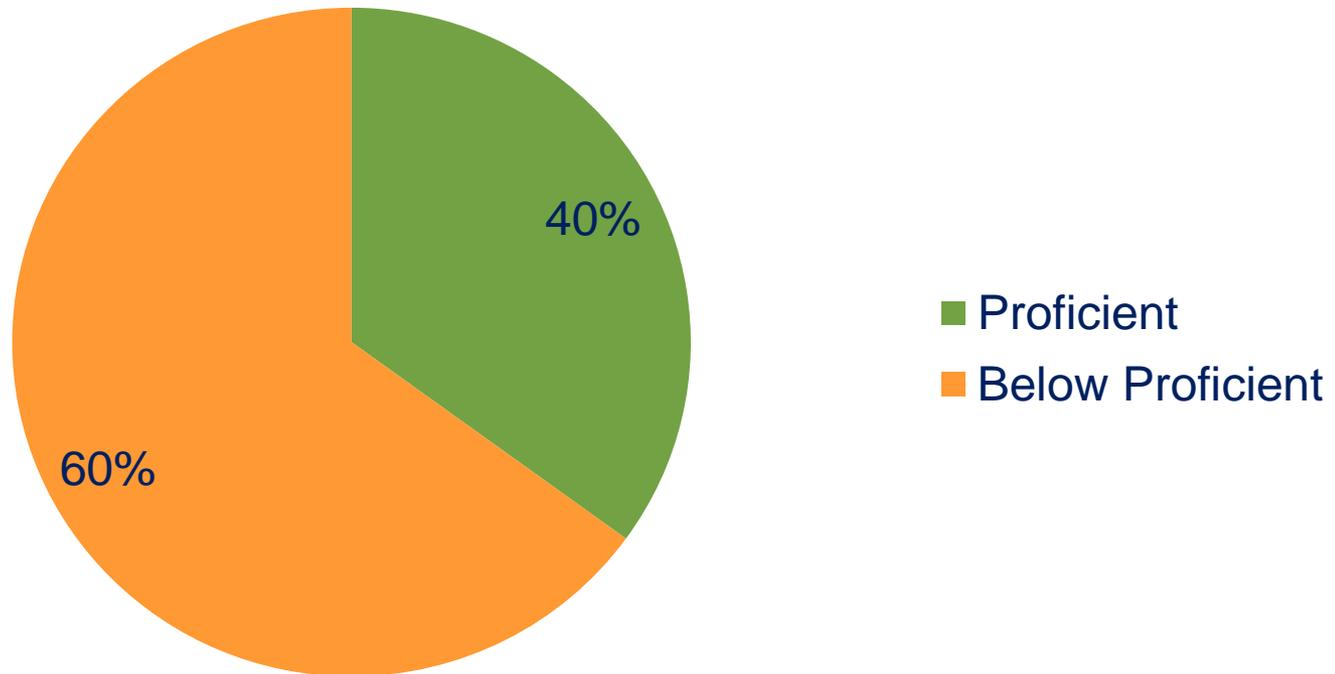
Alliance for Excellent Education (2013)



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

(Based on data from 2009)

Reading Achievement at 12th Grade



THE SHARED PATH TO SUCCESS

Special Education Reform

“The Department of Education is committed to increasing educational opportunities and improving outcomes for students with disabilities through ***A Shared Path to Success*** initiatives. Our goals are to ensure that all students with IEPs have:

- access to a rigorous academic curriculum and are held to high academic standards, enabling them to fully realize their potential and graduate prepared for independent living, college, and careers”
- Link: <http://intranet.nycboe.net/SpecialPopulations/SpecialEd/default.htm>

WHAT IS ADDRESSED IN SPEECH- LANGUAGE THERAPY?

WHAT IS ADDRESSED IN SPEECH-LANGUAGE THERAPY?

- Teachers of speech improvement assist students in accessing and acquiring the **necessary language skills contained** in the curriculum by providing support for student success
- Support acquisition of the following skills which directly impact literacy development:
 - Vocabulary
 - Grammar
 - Sentence structure
 - Sound awareness
 - Story telling

(Ehren, 2000)

HOW DO TEACHERS OF SPEECH IMPROVEMENT ASSIST STUDENTS?

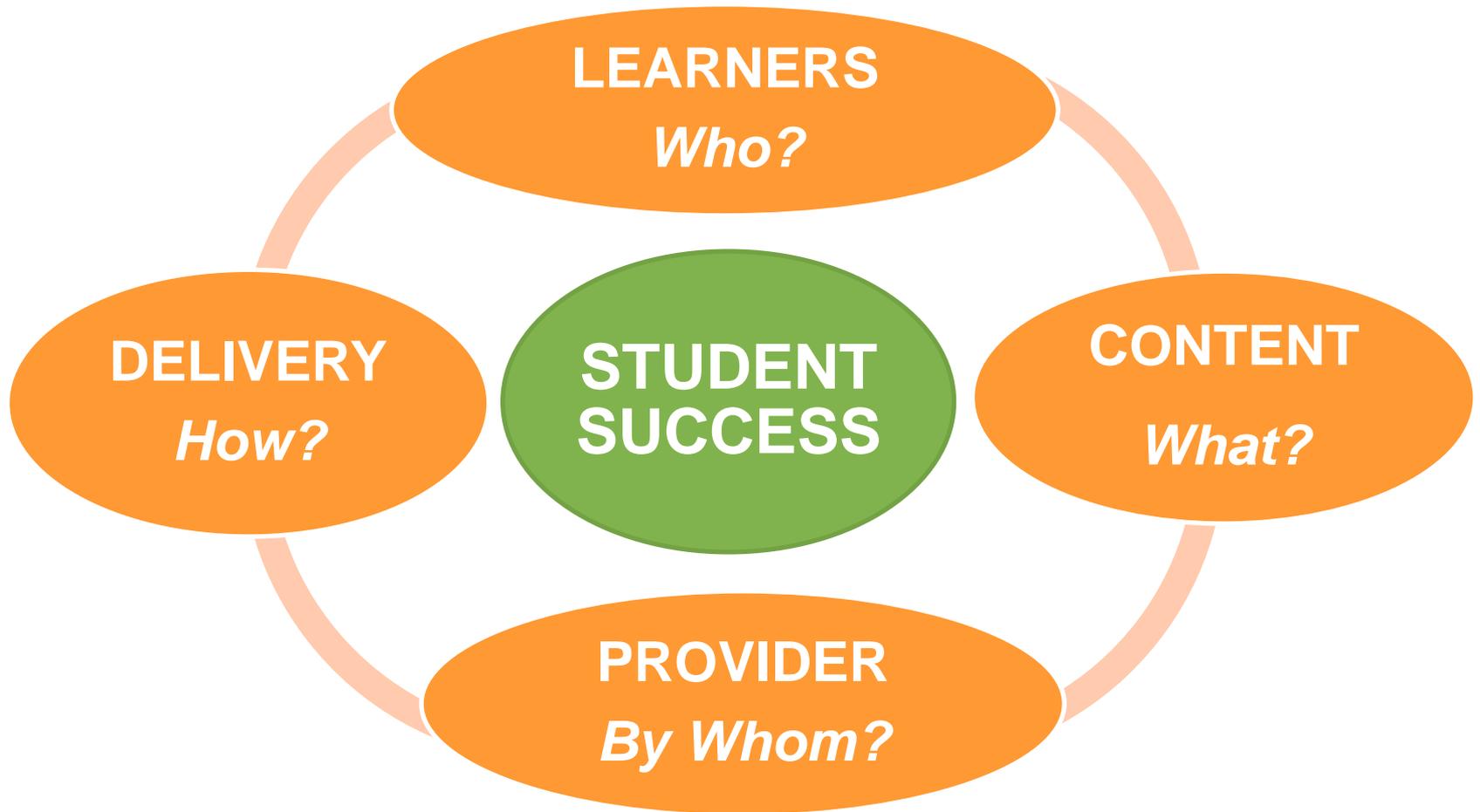
- Speech/Language therapy is provided by teachers of speech improvement as mandated by the student's IEPs to advance student's progress in the classroom
- Collaboration is the key to student success:
 - ❖ Ongoing communication with classroom teacher, parents, and other related service team members is essential

RESPONSIBILITIES OF TEACHERS OF SPEECH IMPROVEMENT

Speech-language therapy addresses deficits in the following areas which impact academic achievement:

- Speech: Articulation
- Voice: Quality and volume (loudness)
- Language: Grammar, vocabulary, sentence structure, and problem solving skills
- Pragmatics: Social language skills
- Fluency: Stuttering

THE CONTINUUM OF INSTRUCTION



Ehren, 2000

Continuum of Instruction (cont.):

- Learners (Who?):
 - Once a student is evaluated and recommended for IEP-driven services, speech-language therapy would be provided as per the IEP mandate.

Continuum of Instruction (cont.):

- Content (What?):
 - Language taught by the classroom teacher throughout the curriculum during the school day is referred to as *instruction*.
 - When instruction is insufficient for students to be successful in meeting demands of the curriculum, schools offer a variety of *intervention services*.

Continuum of Instruction (cont.):

Delivery (How?):

- These may include a range of services, such as special programs, including: in-school or after-school tutoring, remedial classes, special education or speech-language therapy, as determine by student need.

Continuum of Services (cont.):

- Provider (By Whom?)
 - Ongoing collaboration with the classroom teacher, parent and other related services providers is maintained so that instructional goals, supports and strategies are addressed.
 - Opportunities for student practice with communication goals should be embedded throughout the instructional day, as well as in the home environment.

SCHOOL AGE LITERACY INTERVENTION

Some highlights Across the Grade Span

- **PRESCHOOL**
 - Print awareness
 - Sound play
 - Social rules
- **ELEMENTARY**
 - Sound/symbol relationships
 - Story structure, narratives
 - Transition from “learning to read” to “reading to learn”
- **SECONDARY**
 - Text
 - Inferencing
 - Thinking about language and text

REFERENCES & RESOURCES

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