

Introduction

The purpose of *The SLP's IEP Companion*, like its predecessor (*The IEP Companion*), is to be a desktop companion to assist speech-language pathologists (SLPs) in planning individualized intervention programs for children, adolescents, and adults who have been diagnosed with communication problems. Although its title implies that the goals and objectives are for Individualized Educational Plans (IEPs) for students, it is not designed to be used exclusively in the school setting. Because its scope includes objectives for ages one through eighteen, SLPs who work in other settings will also find it helpful in their intervention planning.

At its inception, the book was designed to present goals and objectives in a scope and sequence that would be broad enough to apply to many types of speech and language disorders as well as a wide range of ages, yet flexible enough to be used with many different programs and clinical perspectives. The objective sequences are not presented as intervention programs in and of themselves. They are instead designed to be used in constructing programs or providing progress points when other structured programs are used. It is expected that you will adapt the objectives to meet the needs of those you serve.

The SLP's IEP Companion continues the original design and purpose of *The IEP Companion* but it has a sharp, new layout and has been expanded with additional units and sections to meet the current needs of the profession. As active SLPs ourselves, we wanted to make improvements derived from our own experiences that have resulted from the advances of the profession. Even more importantly, however, the production of this revision required constructive feedback from other professionals. We were fortunate to receive valuable suggestions from many SLPs who used *The IEP Companion*. Their suggestions fell into three significant areas:

1. Expand the topics and update the information to reflect the current scope and practice of speech-language pathology.
2. Extend the age range for objectives to go lower for younger children and higher for adolescents.
3. Attend to needs of special populations that we serve, such as individuals with autism and Asperger's Syndrome.

We listened carefully to our colleagues' suggestions, and then made these revisions:

1. Expanded topics and updated information. The topics in *The SLP's IEP Companion* were expanded by adding new units and sections. The revision has 5 units (21 sections) that were not in its predecessor:

- Organization and Study Skills
- Listening in Different Situations
- Literacy: Reading
- Literacy: Writing
- Oral Motor

The new edition was updated by rewriting entire units and adding new objectives to others. The new edition contains 82 sections. Of those sections, 35 are either new or completely rewritten to update the information within each of these sections:

- Pragmatics
 - ◆ Communication in Nonverbal Children and Adolescents
 - ◆ Beginning Communicative Intentions (One-Word Stage)
 - ◆ Conversational Acts in Preschool Children
 - ◆ Conversational Acts in Children and Adolescents
 - ◆ Nonverbal Communication in Verbal Children and Adolescents

- ◆ Social Interaction Skills
- ◆ Classroom Communication Skills
- ◆ Classroom Social Survival Skills
- ◆ Narrative Discourse Skills in Children and Adolescents
- Vocabulary and Meaning
 - ◆ Answering Questions
 - ◆ Comparing and Contrasting Word Meanings
 - ◆ Inferences, Predictions, and Outcomes
- Syntax and Morphology
 - ◆ Asking *Wh*- Questions
 - ◆ Asking Yes/No Questions
 - ◆ Conjunctions and Transition Words
- Critical Thinking for Language and Communication
 - ◆ Input of Information
 - ◆ Retrieval of Information
 - ◆ Processing of Information
 - ◆ Output of Information
 - ◆ Metacognition
- Listening in Different Situations
 - ◆ Listening for Enjoyment
 - ◆ Listening with Empathy
 - ◆ Listening to Comprehend Information
 - ◆ Listening to Evaluate a Message
- Speech Production
 - ◆ Phonological Process Approach
- Oral Motor
- Voice
 - ◆ Modification of the Speaking Environment
 - ◆ Knowledge of the Structures and Voice Production
 - ◆ Recognition and Elimination of Vocal Abuse Behaviors
 - ◆ Voice Quality Improvement
 - ◆ Transfer and Maintenance
- Fluency
 - ◆ Modification of the Communication Environment
 - ◆ Young Children with Less Advanced Stuttering
 - ◆ Older Students and Individuals with More Advanced Stuttering
 - ◆ Maintenance and Transfer of Improved Fluency

Additionally, new, expanded introductions are provided, and there is more useful information in the appendices. You'll find lists of concepts; morphological word lists; sentence types; visual organizers for narrative discourse, reading, and writing; purposes for writing; writing frames; and fluency facilitators.

2. **Extended age ranges.** The objectives in every unit were carefully revised and extended to include both lower and higher level objectives. *Vocabulary and Meaning* is improved to focus on conceptual meaning rather than mere vocabulary and provides additional lower level goals for toddlers and preschoolers. The *Pragmatics* unit extends lower to provide goals for gesture communication for nonverbal children and adolescents, early communicative intentions at the one-word level, and beginning listener-speaker interactions. It also extends to higher levels to provide objectives for adolescents in dealing with feelings, self-control, and problem solving in communication. The same is true of *Literacy: Reading* and *Literacy: Writing* that begin with objectives for the simple awareness of books and extend to those for higher level literary criticism and the writing process for adolescents.
3. **Special populations.** Increasingly, SLPs are working with at-risk toddlers, nonverbal individuals, individuals with autism and Asperger's Syndrome, and students who struggle with dyslexia and dysgraphia. These populations were constantly in mind as we wrote *The SLP's IEP Companion*, especially with the pragmatics objectives. Because students with autism and Asperger's Syndrome have special needs for communication intervention, other professionals look to SLPs for guidance for these students' assessment and intervention. Their specific struggles with pragmatics require intervention to help them understand nonverbal body language and facial expressions, have successful conversations (e.g., greetings, taking turns, maintaining and ending conversations), and resist talking excessively about their own special topics. Children with autism need help learning polite words, and they also have special needs for instruction with vocabulary and basic concepts. Objectives for all of these needs are in *The SLP's IEP Companion*. In addition, informative unit introductions provide ways to adapt the objectives for special populations, and appendix word lists are helpful resources for planning.

Using *The SLP's IEP Companion*

The SLP's IEP Companion has 12 units that follow many of the areas of speech-language pathology:

- Pragmatics
- Vocabulary and Meaning
- Syntax and Morphology
- Critical Thinking for Language and Communication
- Organization and Study Skills
- Listening
- Literacy: Reading
- Literacy: Writing
- Speech Production
- Oral Motor
- Voice
- Fluency

The appendices contain the following sections with information to assist in planning:

- ◆ First Words
- ◆ Labels and Categories
- ◆ Position Concepts
- ◆ Quality Concepts (Adjectives)
- ◆ Temporal Concepts
- ◆ Plurals—Regular and Irregular
- ◆ Pronouns
- ◆ Irregular Past Tense Verbs
- ◆ Conjunctions
- ◆ Transition Words
- ◆ Antonyms
- ◆ Synonyms
- ◆ Multiple-Meaning Words
- ◆ Homonyms
- ◆ Visual Organizers for Narratives, Reading, and Writing
- ◆ Sentence Types
- ◆ Purposes for Writing (Types)
- ◆ Writing Frames
- ◆ Fluency Facilitators

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Pragmatics is the first unit because it is the most general area of language, using language for the purpose of connecting with others. Pragmatics is the purposeful, intentional use of language in any form to affect others and be affected by them. All aspects of language serve this purposeful connection—vocabulary, syntax and morphology, critical thinking and organization, listening, speech production, voice, and fluency. Reading and writing serve the same purposes. Both spoken and written language require at least two people for communication to occur. Speakers need listeners and writers need readers.

In general, each unit begins with sections for the youngest child who might need intervention in that area and proceeds to higher developmental levels. Within each section, objectives increase in developmental difficulty from those designed for the youngest to those for the oldest students who might need intervention in that area.

Selecting Objectives. Following an assessment of an individual's communication abilities, establish appropriate goals and objectives by choosing appropriate units and sections from *The SLP's IEP Companion* as a guide. The guide will be helpful whether planning an IEP for a public school student or an intervention program for a patient or client in another setting. Choose as many objectives as needed to construct a balanced plan for individualized intervention. Generally, it is recommended to choose no more than three or four yearly goals at a time. For example, when planning for a first-grade student diagnosed with delay in syntactic-morphological development and phonological awareness deficits that interfere with reading progress in her first grade classroom, it could be appropriate to select goals from three sections: Phonological Awareness, Past Tense Verbs, and Narrative Discourse Skills in Children and Adolescents. As objectives are achieved, select additional objectives and add them to the student's plan until dismissal is recommended. In this way, it is possible to write a sequential plan in a format that will become a record of the student's communication growth.

Using the Intervention Objectives. *The SLP's IEP Companion* provides practical classroom or intervention objectives that parallel each individual objective. Individual objectives are generic objectives designed to help you plan a specific objective that will help the student achieve the yearly goal (located at the beginning of each unit). Intervention objectives are practical examples of objectives that show how the individual objective could be achieved in the classroom, home, or special setting. They assist in helping you, parents, and other educators work as a team to implement communication objectives. Such team planning and instruction multiply opportunities for students to achieve language competence. From the viewpoint of students in a school setting, speech and language takes on fresh importance when integrated into the curriculum of the school day.

Writing Measureable Objectives. It is important to note that the language of the objectives in *The SLP's IEP Companion* is not presented in behavioral, performance-objective terminology. It is not possible to present them with that terminology because performance objectives must be written for a particular person. Use the objectives in *The SLP's IEP Companion* as guides to create unique objectives for individual students. When you write true behavioral objectives to create an individualized objective, you will specify the following components:

- The individual's name. Who will achieve the objective?
- The actual task to be accomplished. What will this student achieve?
- The actual result expected. What percentage will the student achieve?
- The conditions. Who will assist in achieving the objectives?
- The media and materials. What materials will be used to help the student achieve criteria?
- The measurement. What instruments will be used to assess progress?

For example, the description on page 10 shows how an individual objective is presented in *Comparing and Contrasting Meanings* on page 46, and then how the same goal could be individualized for a given student

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and rewritten in behavioral, performance-objective form. In this way, the flexibility of the goals allows them to be individualized and created to meet the requirements of school districts, agencies, or other settings.

1. Names the shared category to tell how two words from the same category are similar.
2. When presented with 10 picture pairs of objects from the same category, Greg will give the category name to tell how the two objects are similar with 80% accuracy during three consecutive lessons as assessed by the SLP or classroom teacher.

The SLP's IEP Companion is a valuable tool to help professionals from many backgrounds work together to improve communication abilities in children, adolescents, and adults. This reference can be used not only as a guide for creating individualized plans, but also for structuring lessons in a hierarchical sequence. Its objectives contain hundreds of ideas that you can adapt to specific situations. The Appendices include practical lists and tools. Whatever communication difficulties your students, patients, or clients have, it is our hope that this resource will save you valuable professional time and give you a basis for collaborative educational planning.

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