Introduction

The SLP's IEP Companion, Third Edition is a resource for speech–language pathologists (SLPs) for use in planning individualized intervention and writing Individualized Education Program (IEP) goals for children and adolescents through Grade 12. The scope covers students and clients from age 3 months to adult. The yearly goals and objectives of *The SLP's IEP Companion* are correlated to the Common Core State Standards (CCSS) (Common Core State Standards Initiative, 2010). These standards are research based and based on state education standards. They are a tool to help SLPs develop interventions relevant to students' current and future educational needs. The third edition has been updated to incorporate both the feedback of SLPs who have used the text and the professional experience of the authors. SLPs working in schools, clinics, or other settings, such as hospitals or private practice, will find this manual invaluable when planning intervention.

In 1983, LinguiSystems published the original version of this manual as *SCOR: Sequential Communication Objectives for Remediation* (Barton, Lanza, & Wilson, 1983). It was conceived as a practical solution to challenges the authors faced as SLPs in a local school district. With the passage in 1975 of Public Law 94-142, the Education for All Handicapped Children Act (amended in 1997 as the Individuals With Disabilities Education Act, or IDEA), SLPs were faced with the task of creating individual developmental yearly goals and objectives for each student as a part of his or her IEP.

The IEP Companion: Communication Goals for Therapy in and out of the Classroom, published by LinguiSystems (C. Wilson, Lanza, & Evans, 1992), was the original edition of *The SLP's IEP Companion*. LinguiSystems published a second edition, titled *The SLP's IEP Companion*, in 2005. Four new units were added at that time: Critical Thinking, Organization and Study Skills, Literacy: Reading, and Literacy: Writing. The appendixes grew to include First Words, Word Lists, Visual Organizers, Purposes for Writing, Writing Frames, and Fluency Facilitators. *The SLP's IEP Companion, Second Edition* was subsequently acquired by PRO-ED, Inc. This newest edition is the third edition, and it includes important updates and improvements.

Changes to the Third Edition

The SLP's IEP Companion presents goals and objectives in a scope and sequence that is 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 sequences of objectives are organized for easy access for SLPs when constructing programs or sequences of therapy. Because the objectives are arranged in developmental order, they can provide progress points when other structured programs are being used. It is expected that the objectives will be adapted to meet the needs of the students or clients served.

The following changes have been made in the third edition.

Common Core State Standards Correlated With Goals and Objectives

"The CCSS were built on existing state standards using specific criteria and considerations. They are research-based and include integration of best practices and education research from throughout the world" (ASHA, n.d.). The mission of the CCSS is to provide an understanding of what students are expected to learn. The standards are designed to reflect the knowledge and skills needed for success in college and careers.

The 11 units in *The SLP's IEP Companion* are divided into more than 70 sections, more than two thirds of which contain goals and objectives that correlate with the CCSS. The correlations are an effective way to support students' regular and special education goals. This addition is invaluable for SLPs who desire to coordinate interventions with the school curriculum.

Refer to Appendix H to see *The SLP's IEP Companion* "Correlation With Common Core State Standards." To see the full text of the standards, go to www.corestandards.org. Individual standards can be searched online by entering the code for a standard or even the last few numbers or letters of the code.

New Objectives

There are more than 100 new objectives, with the total objectives exceeding 1,100. Some objectives were added as they tied to the CCSS. Others were added to expand the lower level sections for the youngest children and the higher level objectives for more advanced students, especially in the area of writing.

New Examples

Examples of ways to teach each objective have been added. Each objective is matched with an easy-to-follow educational or therapeutic activity and a specific example of what to do or say.

New Short-Term Goals

Many sections within the units are divided into smaller parts according to the short-term goals that support the yearly goal. The "Short-Term Goal" headings make it easy to scan through objectives and examples when planning intervention.

Literacy: Reading Unit

Objectives in the new unit Literacy: Reading correlate with more standards from the CCSS than all other units in *The SLP's IEP Companion*. The objectives in the Phonological Awareness section were written to match the CCSS for PreK–Grade 1. Seven new objectives were added to Reading Literature and Reading Informational Text.

Literacy: Writing Unit

Twelve new objectives, many correlated with the CCSS, were added to the Literacy: Writing unit. A new visual organizer and characterization map were added to Appendix C for use with the Literacy: Writing unit.

Omission of the Oral Motor Unit

The Oral Motor unit from the 2005 edition was eliminated. Since the last edition there has not been conclusive evidence to prove the validity of the oral-motor approach in helping with the production of speech sounds.

Using *The SLP's IEP Companion*

The SLP's IEP Companion has 11 units that provide goals and objectives for many of the areas of speech–language pathology. Each unit begins with a rationale for the teaching of that topic and a description of the contents of the unit.

Most units are divided into sections containing subtopics. Each section begins with a yearly goal followed by objectives and a specific example of how to teach each objective. Some of the yearly goals are broken into short-term goals. These too are followed by objectives and examples.

The sections, goals, and objectives are in developmental order. Each section begins with goals and objectives for the youngest child who may need intervention in that area and proceeds to higher developmental levels for older students. Pragmatics is the first unit because it is the most general area of language.

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 is 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.

For example, when you are 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, add additional objectives 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

Individual objectives follow yearly goals. The objectives are designed to help the student achieve the yearly goal. Examples of practical intervention follow each objective in order to show (one example of) how the individual objective could be achieved. Intervention objectives assist the professional to work as a team alongside parents and other educators to reach communication goals. Team planning and instruction lead to multiple opportunities for students to achieve language competence. For students in a school setting, speech and language seems more important when integrated into the curriculum of the school day.

Writing Measureable Objectives

The language of the objectives in *The SLP's IEP Companion* is the basis for the performance objectives you will write for individual students. Use the objectives in *The SLP's IEP Companion* as guides to create personalized therapy plans for your students. When writing behavioral objectives to create an individualized objective, specify the following information:

- Name of the individual (Who will achieve the objective?)
- Specific task to be accomplished (What will this student achieve?)
- Specific result expected (What percentage will the student achieve?)
- Conditions (Who will assist in achieving the objectives?)
- Media and materials needed (What materials will be used to help the student achieve criteria?)
- Measurement of success (What instruments will be used to assess progress?)

  Here is an example of a measurable objective:

  > When presented with 10 picture pairs of objects from the same category, Greg will say the name of a category 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 can be adapted to specific situations. The appendixes 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.

Carolyn and Janet