

# CCSS: ADDING ANOTHER “S” ...THE SLP

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# COMPASS: MODIFIED FRAMEWORK FOR SLPS

# COMPASS OVERVIEW

- 5 Domains
  - Planning and Preparation
  - Managing Classroom Procedures
  - Using Scaffolding, Questioning, and Discussion Techniques
  - Engaging Students in Learning
  - Using Assessment in Instruction

# RATINGS ON COMPASS

**Ineffective**

**Effective:  
Emerging**

**Effective:  
Proficient**

**Highly  
Effective**

# PLANNING & PREPARATION

- The instructional outcomes must be based on various forms of assessment so that each student can demonstrate their progress toward the desired outcome.
- Essential Components:
  - Value, sequence, and alignment
  - Clarity
  - Balance
  - Suitability for diverse students

# PLANNING & PREPARATION

- Highly effective therapists would:
  - Encourages students to track their progress toward achieving learning outcomes.
  - Support students in identifying steps toward achieving long-term learning outcomes.

# PLANNING & PREPARATION

- In collaboration with teachers and staff, the SLP may implement the following to elicit desired responses for speech outcomes:
  - Provider plans reference collaboration with a variety of service providers (general/special education teachers, OT, PT, etc).
  - Provider connects learning to past and future learning in the classroom setting.

# MANAGING CLASSROOM PROCEDURES

- SLPs establish and monitor routines and procedures for session-to-session transition and efficient use of intervention time.
- Essential Components:
  - Start sessions on time and smoothly transition from one group/classroom to the next.
  - Engage students based on individual student needs.
  - Utilize appropriate resources, to implement routines and carryout learner outcomes.



# MANAGING CLASSROOM PROCEDURES

- Highly effective therapists would:
  - Provide visual supports when needed.
  - Have students respond to an “attention signal.” (clap, lights off/on)
  - Encourage student to remind each other of the roles they play within the group.

# MANAGING CLASSROOM PROCEDURES

- In collaboration with teachers and staff, the SLP may implement the following to elicit desired responses for speech outcomes:
  - Encourage collaboration with classroom teachers which shows carryover of structured therapy sessions into the classroom.
  - Encourage classroom teachers to utilize visual supports that are utilized within the therapy environment.

# ENGAGING STUDENTS IN LEARNING

- SLPs support student engagement in curricular and classroom activities by ensuring active participation, challenging content, and development of foundational skills.
- Essential Components
  - Activities and assignments
  - Grouping students
  - Structure and pacing

# ENGAGING STUDENTS IN LEARNING

- Highly Effective therapists would:
  - Ensure all students are engaged continually in learning and/or practicing new skills appropriate for their skill level.
  - Show evidence of collaboration with classroom teachers or other school staff.
  - Encourage students to create therapy and homework materials

# ENGAGING STUDENTS IN LEARNING

- In collaboration with teachers and staff, the SLP may implement the following to elicit desired responses for speech outcomes:
  - Modify classroom activities or materials.
  - Incorporate school procedures such as riding the bus, recess, or lunch.
  - Access teacher lesson plans to guide activities or session objectives.

# SCAFFOLDING, QUESTIONING, AND DISCUSSION TECHNIQUES

- SLPs use appropriate techniques to deepen students understanding of learner outcomes by formulating hypotheses and making connections to the curriculum.
- Essential Components:
  - Scaffolding
  - Quality of questions/prompts
  - Discussion techniques
  - Student participation



# SCAFFOLDING, QUESTIONING, AND DISCUSSION TECHNIQUES

- Highly effective therapists would:
  - Use questions that meet the students' speech and language needs while challenging them cognitively, advancing discourse, and modeling meta-cognition.
  - Combine visual, tactile, and kinesthetic cueing to support more complex language and cognitive tasks.
  - Follow appropriate developmental continuums.

# SCAFFOLDING, QUESTIONING, AND DISCUSSION TECHNIQUES

- In collaboration with teachers and support staff, the SLP may:
  - Discussing and outlining responses questions to be posed in later classroom activities.
  - Practice using visual prompts to support classroom participation.
  - Preview upcoming classroom activities; therefore, providing students with background information, a preparatory set, or needed vocabulary to be successful in the alternate setting.



# USING ASSESSMENT IN INSTRUCTION

- Diagnostic-prescriptive approach
  - Continually monitor students' understanding and provide feedback.
  - Evolve treatment to ensure optimum progress.
- Essential Components
  - Assessment criteria
  - Monitoring student learning
  - Feedback
  - Student self-assessment and monitoring of progress

# USING ASSESSMENT IN INSTRUCTION

- Highly effective therapists would:
  - Ensure students know therapy targets and criteria for mastery
  - Use a variety of techniques for assessments
  - Provide specific, constructive feedback (preferably natural feedback vs. edible and tangible reinforcers)
  - Support students taking responsibility for their own progress

# USING ASSESSMENT IN INSTRUCTION

- In collaboration with teachers and staff, the SLP may:
  - Present documentation of student and family participation in establishing goals.
  - Offer feedback in multiple settings.
  - Support implementation of appropriate modification and accommodations in classroom activities.

# CONCLUSIONS

- SLPs are highly skilled and have the tools to empower our students to be successful in the classroom.
- Use COMPASS as a way to support carry over of therapy targets into the classroom and other settings.

