## Communication Curriculum Alignment/Comparison with Academic Standards Process

### Step 1: Categorize standards

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Standard #</th>
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<tbody>
<tr>
<td>Semantics –</td>
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<tr>
<td>Pragmatics –</td>
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<tr>
<td>Auditory –</td>
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<tr>
<td>Syntax/Fluency/Voice –</td>
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<tr>
<td>Articulation/Phonological Production –</td>
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</table>

### Step 2: Develop Standards-Aligned Communication Screen for each Age/Grade Level.

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Standard #</th>
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<tbody>
<tr>
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<tr>
<td>Articulation/Phonological Production -</td>
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</table>

### Step 3: Develop Standards-Aligned Pre-Post Communication Assessment for each Age/Grade Level.

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Standard #</th>
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<tbody>
<tr>
<td>Semantics –</td>
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<tr>
<td>Pragmatics –</td>
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<tr>
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<tr>
<td>Articulation/Phonological Production –</td>
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</table>

### Step 4: Create Standards-Aligned IEP Goals and Objectives

### Step 5: Develop Teacher Curriculum Collaboration Forms

Identify standards at each age/grade level that target communication skills.

<table>
<thead>
<tr>
<th>Standard #</th>
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</thead>
<tbody>
<tr>
<td>Speaking:</td>
</tr>
<tr>
<td>Listening:</td>
</tr>
<tr>
<td>Reading:</td>
</tr>
<tr>
<td>Language:</td>
</tr>
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</table>

Determine additional information needed:

### Step 6: Create Treatment Plan

#### Implementation Process

1. Use the standards identified as deficient on the *Communication Pre-Post Assessment* to write the communication objectives on the *IEP or Intervention Plan*.
2. Transfer these standards-aligned objectives to the *Treatment Plan*.
3. Align therapy targets with the weekly classroom curriculum through the use of the *Teacher Curriculum Collaboration Form*.
4. Staff Development
5. Action!
Common Core State Standards ELA  

Reading Standards for Literature (RL)
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Reading Standards for Informational Text (RIT)
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Reading Standards: Foundational Skills (RFS)
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   c. Decode multisyllable words.

Writing Standards
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Speaking and Listening Standards (SL)
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.
   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).
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
3. Ask and answer questions about information presented, stay on topic, and link their comments to the remarks of others.
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.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards (L)
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   b. Form and use regular and irregular plural nouns.
   c. Use abstract nouns (e.g., childhood).
   d. Form and use regular and irregular verbs.
   e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize appropriate words in titles.
   c. Use commas and quotation marks in dialogue.
   d. Form and use possessives.
   e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries).
   f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts).
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases for effect.
   b. Recognize and observe differences between the conventions of spoken and written standard English.
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
EXAMPLE

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COMMUNICATION SCREEN: Grade 1

Common Core State Standards for ELA & Literacy...

Name: __________________________ DOB: ___________ Assessor: ____________________ Date:___________

3 errors in a category = additional information needed
Items needed: SCHOOL book, Grade 1 words/sentence stimulus page
Bold Italics = what you say to the child

Semantics/Print Concepts (Reading, Language, Speaking and Listening Standards)

1. Grade 1 Stimulus Page: What is this? (calendar) What is it for?
2. SCHOOL book Cover: What is the title of this book?
3. SCHOOL book TOC: What is this page called?
4. SCHOOL book TOC: What is the page number for Playtime?
5. SCHOOL book TOC: Why is playtime a compound word?

Auditory Skills (Reading, Language, Speaking and Listening Standards)

1. Phoneme Segmentation: Listen to me say and tap the sounds in “cat”: c-a-t
   Now you say and tap the sounds in “dog”: d-o-g
2. See SCHOOL book page 12:
   A) What are these letters? (If difficulty naming, score X)
   B) What sounds do they make? (all correct)
3. Phoneme Isolation: What is the beginning sound of book?
4. Phoneme Blending: Blend these sounds together to make a word: t-ea-ch-er
5. Auditory Comprehension: Listen: “She rode the biggest bus happily.”
   What did she ride?

Pragmatics (Writing, Speaking and Listening Standards)

Note eye contact, turn-taking, appropriate responses.
1. Where do you go to school?
2. Why should you listen to your teacher?
3. Why shouldn’t you play with matches?
4. What would you like to ask me?
5. What should you do if someone tries to hurt you?

D. Syntax - Fluency - Voice (Language, Speaking and Listening Standards)

Let’s talk about the pictures in the SCHOOL book (or initiate conversation).
Stimulate for pronouns, superlatives, adverbs, verbs, and subject–verb agreement. Note complete sentences, appropriate voice and fluency levels.

E. Articulation (Speaking and Listening Standards)

(Names pictures through /th/)

Comments

Note behavior, oral – peripheral appearance, hearing, etc.

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EXAMPLE
CCSSCA 2013
COMMUNICATION SKILLS ASSESSMENT: G. 1
Common Core State Standards for ELA & Literacy

Name: ___________________________    DOB: ____________________    Assessor: ______________________

Pre    Post    (Dates)    Use Grade 1 Stimulus page and SCHOOL book.  Bold Italics = what you say to child

Semantics/Print Concepts (Reading, Language, Speaking and Listening Standards)

1. Point to the calendar: What is this?
2. Point to the days: How many days are in a week? Point to Tuesday: What day is after Tuesday?
3. What are these words?
4. Which ones are numbers and which are colors?
5. This is a compound word. What are the two words?
6. SCHOOL book: Let's look at this book, SCHOOL by Susan Floyd - What is the title of this book?
7. Who is the author?
8. Show Table of Contents: What is this page called? What is it for?
9. Let's read this book together. (Does child point to words and use left to right orientation?)
10. Look at page 8: The bird in this tree is little. What is another word for little?

Auditory/Phonological Processing (Reading, Language, Speaking and Listening Standards)

11. Which of these words has a long vowel sound: mate or mat?
12. Initial Isolation: What is the beginning sound of go?
13. Initial Isolation: Which words begin with /b/? ball, cat, boy
14. Final Isolation: What is the ending sound of bus?
15. Medial Isolation: What is the middle sound in mat?
16. Read these words: at, cat, bat, sat, fat  Put them in alphabetical order.
17. Blending: What word am I saying?  L – e – t
18. Segmentation: What sounds do you hear in top?
20. Let's read this poem together. (note reading and expression). What is the base word in outside and inside?

Auditory Awareness/Memory

21. (Read child the story on stimulus page.) Who are the children in this story?
22. Where did they go?
23. What did they learn?
24. Why did they need to listen and remember?
25. When did they play on the playground?
26. Tell the whole story back to me. (sequence)

Pragmatics/Syntax/Fluency/Voice (Reading, Language, Speaking and Listening Standards)

27. Let's talk about your class/family. Note sentences, use of pronouns, verbs, conjunctions, prepositions; appropriate intonation, phrasing, fluency, volume, quality, etc.
28. Which is right? “Bob ball” or Bob's ball”?
29. What would you like to ask me? (Note how and why questions.)
30. Which is right? “He went home.” Or “Him goed home.”

Total Correct

COMMENTS:
CCSSCA
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**EXAMPLE**

**CCSSCA 2013**

**Grade 1 SEMANTIC/AUDITORY/PRAGMATICS/SYNTAX/FLUENCY/VOICE**

**IEP GOALS/OBJECTIVES**

<table>
<thead>
<tr>
<th>Student: ______________________________________</th>
<th>DOB: __________________</th>
<th>Assessor: __________________</th>
<th>Date: ______________</th>
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</thead>
</table>

**ANNUAL GOAL:** To achieve targeted objectives for Grade 1 Communication Skills

**STANDARDS:** Common Core State Standards for Reading, Writing, Language, Speaking, and Listening

<table>
<thead>
<tr>
<th>SHORT TERM OBJECTIVES</th>
<th>EVALUATION SCHEDULE</th>
<th>CRITERIA FOR MASTERY</th>
<th>REVALUATION METHOD</th>
<th>REVIEW DATE(S)</th>
<th>RESULTS</th>
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<tr>
<td><strong>Achieve semantic skills:</strong></td>
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<tr>
<td>o ID calendar concepts</td>
<td>_Daily</td>
<td>_/____trials</td>
<td>_Obs/judgment</td>
<td>_Formal test</td>
<td>_Informal test</td>
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<tr>
<td>o Classify task as fiction or nonfiction</td>
<td>_Weekly</td>
<td>_60%-70% accuracy</td>
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<tr>
<td>o Differentiate between fact and opinion</td>
<td>_Monthly</td>
<td>_70%-80% accuracy</td>
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<tr>
<td>o Use graphs, charts, and maps</td>
<td>_Quarterly</td>
<td>_80%-90% accuracy</td>
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<tr>
<td>o Use table of contents</td>
<td></td>
<td>_90%-100% accuracy</td>
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<tr>
<td>o ID meaning of compound words</td>
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<td>o ID synonyms</td>
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<td>o Demonstrate print concepts</td>
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<td>o ID environmental print</td>
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| **Achieve auditory skills:** | | | | | |
| o Use onsets and rimes | _Daily | _/____trials | _Obs/judgment | _Formal test | _Informal test | _Daily Work | _Charting | _Response Data |
| o Use letter sounds and names to spell words | _Weekly | _60%-70% accuracy | | | | | | |
| o Alphabetize words to the first letter | _Monthly | _70%-80% accuracy | | | | | | |
| o ID long/short vowel sounds | _Quarterly | _80%-90% accuracy | | | | | | |
| o Classify words by beginning-ending sounds | | _90%-100% accuracy | | | | | | |
| o ID beginning, middle, & end sounds of words | | | | | | | | |
| o Add, delete, change sounds in words | | | | | | | | |
| o ID base words | | | | | | | | |
| o Retell story in sequence | | | | | | | | |
| o Follow directions | | | | | | | | |
| o Answer questions re story | | | | | | | | |

| **Achieve syntax/fluency/voice skills:** | | | | | |
| o Speak and write complete sentences | _Daily | _/____trials | _Obs/judgment | _Formal test | _Informal test | _Daily Work | _Charting | _Response Data |
| o Use singular & plural nouns | _Weekly | _60%-70% accuracy | | | | | | |
| o Use pronouns | _Monthly | _70%-80% accuracy | | | | | | |
| o Use comparatives & superlatives | _Quarterly | _80%-90% accuracy | | | | | | |
| o Use capitalization and punctuation | | _90%-100% accuracy | | | | | | |

| **Achieve pragmatic skills:** | | | | | |
| o Focus attention on speaker | _Daily | _/____trials | _Obs/judgment | _Formal test | _Informal test | _Daily Work | _Charting | _Response Data |
| o Use appropriate conversational skills | _Weekly | _60%-70% accuracy | | | | | | |
| o Ask & answer questions appropriately | _Monthly | _70%-80% accuracy | | | | | | |
| o Use appropriate voice level and intonation | _Quarterly | _80%-90% accuracy | | | | | | |
| o Write appropriately left to right with spacing | | _90%-100% accuracy | | | | | | |

CCSSCA, Floyd & Floyd Associates, 2013
IEPs According to Dr. Seuss

Do you like these IEPs? I do not like these IEPs.
I do not like them, Jeeze Louise
We test, we check, we plan, we meet
But nothing ever seems complete
Would you, could you like the form?
I do not like the form I see
Not page 1, not 2, not 3
Another change, a brand new box
I think we all have lost our rocks.
Could you all meet here or there?
We could not all meet here or there.
We cannot all fit anywhere.
Not in a room, not in the hall
There seems to be no space at all.
Would you, could you meet again?
I cannot meet again next week
No lunch, no prep, please hear me speak.
No, not at dusk. No, not at dawn
At 4 PM I should be gone
Could you hear while all speak out?
Would you write the words they spout?
I could not hear, I would not write
This does not need to be a fight.
Sign here, date there, mark this, check that
Beware the student’s ad-vo-cat(e).
You do not like them. So you say
Try again! Try again! And you may.
If you will only let me be,
I will try again. You’ll see.
Say!
I almost like these IEPs
I think I’ll write 6003.
And I will practice day and night
Until they say
“You got it right!”
EXAMPLE
CCSSCA 2013
COMMUNICATION CURRICULUM COLLABORATION: Grade 1

Teacher:
Students:
Month/Week:

Reading  Level  Story/Stories
Week 1   ____  __________________________________________
Week 2   ____  __________________________________________
Week 3   ____  __________________________________________
Week 4   ____  __________________________________________

STANDARDS
Reading:  Literature
___ Key Ideas and Details
___ Craft and Structure
___ Integration of Knowledge and Ideas
___ Range of Reading/Level of Text Complexity

Foundational Skills
___ Print Concepts
___ Phonological Awareness
___ Phonics/Word Recognition
___ Fluency

Informational Text
___ Key Ideas and Details
___ Craft and Structure
___ Integration of Knowledge and Ideas
___ Range of Reading/Level of Text Complexity

Speaking and Listening:
___ Comprehension and Collaboration
___ Presentation of Knowledge and Ideas

Language:
___ Conventions of Standard English
___ Vocabulary Acquisition and Use

Phonograms  Spelling Words  Word Wall Words
Week 1: _________________________________________________
Week 2: _________________________________________________
Week 3: _________________________________________________
Week 4: _________________________________________________

Theme/Special Activities
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Concerns/Suggestions
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Any information that you can give me about what these "Speech-Language Students" are doing in your classroom this week would help me in planning therapy to reinforce your instruction and help our students make the "connections" so that they can be successful in your classroom! Please return to me by ________________. THANKS!

CCSSCA, Floyd & Floyd Associates, 2013
**SPEECH-LANGUAGE TREATMENT PLAN**

**SLP:**

**Teacher:**
**Date:**
**Activity:**
**Time:**
**Materials:**

**Classroom Info:**

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<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>GOALS</td>
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**Session 1 Response Data:**

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**Session 2 Response Data:**

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**Session 3 Response Data:**

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### Common Core State Standards

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Semantic</th>
<th>Syntax</th>
<th>Fluency</th>
<th>Voice</th>
<th>Auditory</th>
<th>Pragmatic</th>
<th>Articulation</th>
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<tbody>
<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
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<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
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<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
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### Craft and Structure

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<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
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<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
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<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
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### Integration of Knowledge and Ideas

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<tbody>
<tr>
<td>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
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<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
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<td>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
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### Range of Reading and Level of Text Complexity

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<th>Semantic</th>
<th>Syntax</th>
<th>Fluency</th>
<th>Voice</th>
<th>Auditory</th>
<th>Pragmatic</th>
<th>Articulation</th>
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<tbody>
<tr>
<td>10. Read and comprehend complex literary and informational texts independently and proficiently.</td>
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IMPLEMENTATION PLAN

Goal for this year?
   District:
   School:
Target Groups?
Target Dates?

Suggestions:
 What do you want to accomplish by May? Determine overall goal, then objectives to achieve each month.

 Get support of supervisors/principals by discussing how your standards-aligned assessment can facilitate language and literacy achievement.

 Provide information to faculty: grade level meetings or school meetings.

 Provide information/training to parents at P-T Conferences.
REFERENCES

ASHA Guidance
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