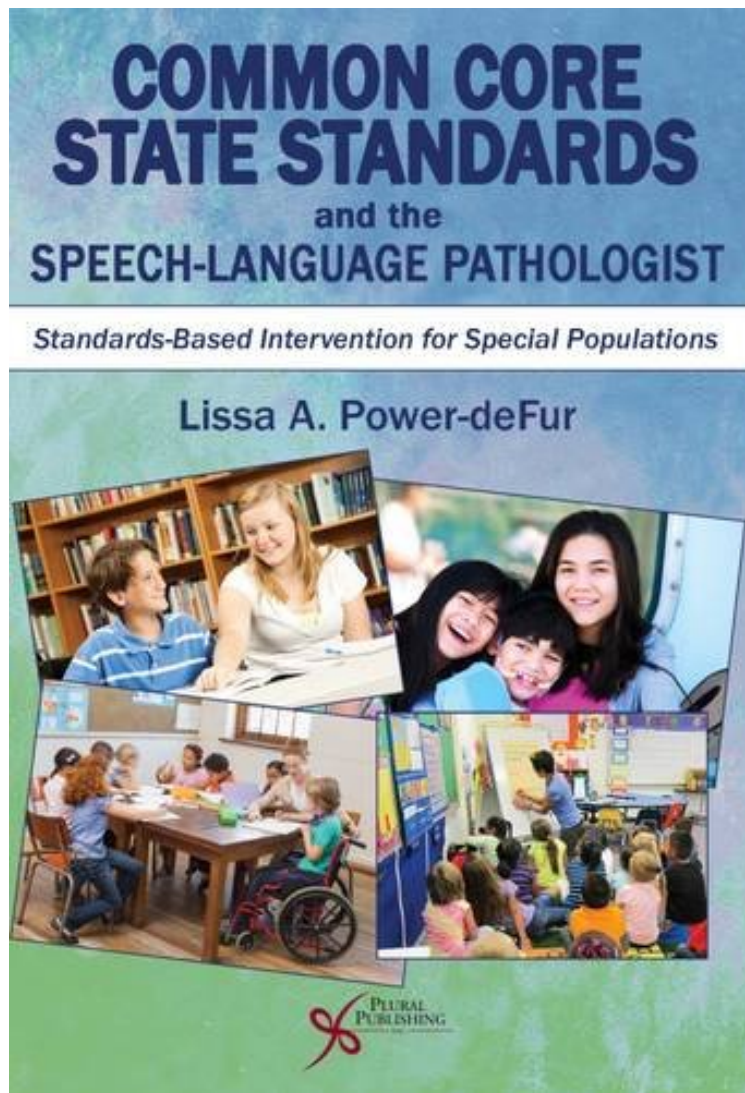


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Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations

Lissa A. Power-deFur

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Lissa A. Power-deFur : Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations before purchasing it in order to gauge whether or not it would be worth my time, and all praised Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations:

Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations is a tool for the analysis of the Common Core State Standards (CCSS) and the development of interventions to meet student-specific needs. The CCSS is an education initiative in the United States that details what K-12 students should understand in English language arts and mathematics by the end of each grade. The initiative seeks to establish consistent education standards across the United States and ensure that graduating students are prepared to enter college or the workforce. As of 2015, forty-three states had adopted the CCSS. With the implementation of the CCSS, it is critical that speech-language pathologists collaborate with educators to enable the success of students with communication disorders as well as English language learners. This text offers a practical approach for application of the CCSS with a parallel analysis of children's strengths and needs to create a template for intervention. It addresses strategies to facilitate the success of students in accessing and achieving the expectations of the general curriculum, with a focus on students with communication disorders, hearing loss, vision loss, deaf-blindness, specific learning disabilities, autism, multiple disabilities, and English language learners. Key Features: Begins with the background and implications of the Common Core State Standards Chapters written by the foremost experts in the field Provides tools for analysis of the language expectations of the CCSS and a framework for aligning intervention (both direct and classroom-based) with the CCSS Addresses students at elementary and secondary levels Offers collaboration strategies to facilitate success in the classroom Includes multiple case studies

About the Author Lissa A. Power-deFur, PhD, CCC-SLP is a professor in the communication sciences and disorders program at Longwood University in Virginia. Among the courses she teaches is public school methods, which focuses on supporting children's mastery of the language expectations of the Common Core State Standards. In her clinical role at Longwood, she has collaborated with local school districts for service delivery. Prior to joining the faculty at Longwood, Dr. Power-deFur worked at the Virginia Department of Education in special education, student services, and policy, where she first developed her interest in analyzing the language and communication expectations of the general curriculum. She regularly presents at both the state and national level on the integration of education standards into intervention for students with speech-language impairment. Dr. Power-deFur received her bachelor's, master's, and doctoral degrees in speech-language pathology at the University of Virginia. She is a Fellow of the American Speech-Language-Hearing Association (ASHA) and the Speech-Language-Hearing Association of Virginia, and regularly volunteers for the profession. Dr. Power-deFur has served as a state education advocacy leader and as a member of numerous education-related committees at ASHA. She is the ASHA 2014–2016 vice president of standards and ethics in speech-language pathology. Additionally, she received The ASHA Leader Outstanding Service Award for her 2011 article on special education eligibility.