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The Changing Role of the SLP

presented by

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Roles & Responsibilities in Literacy ASHA

Ad Hoc Committee on Reading & Written Language Disorders

“It is the position of ASHA that Speech Pathologists (SLP’s) play a critical and direct role in the development of literacy for children and adolescents with communication disorders or multiple disabilities, and other students as well”

American Speech Language-Hearing Association (2001).
Roles and Responsibilities Speech Language pathologists

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The Speech Pathologist The Roles and Responsibilities in relation to Literacy....

- ◆ Prevention
- ◆ Early identification
- ◆ Assessment
- ◆ Intervention
- ◆ Monitoring
- ◆ Assistance and Advocacy

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NASP 2007

Assistance & Advocacy - Why ?

- ▶ Phonetics is decoding
- ▶ Reading comprehension is simply language (translating what is read into meaningful pieces of language)
- ▶ Providing assistance to general education teachers, students, and parents
- ▶ Assuming collaborative and consultative literacy curricular responsibilities on behalf of all students
- ▶ Extending the knowledge base for students and colleagues

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Roles & Responsibilities Rationale

- ▶ Listening is the foundation of spoken language
- ▶ Spoken Language provides the foundation for reading and writings skills
- ▶ Spoken and written language have a reciprocal relationship
 - ◆ Children with spoken language problems very frequently have difficulty learning to read and write
 - ◆ Instruction in spoken language results in growth in written language and vice versa

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Literacy

- ▶ **Old:** ability to read, write, listen, speak, and use language
- ▶ **New:** ability to identify, understand, interpret, create, communicate, compute, using printed and written materials associated with varying contexts.
 - ◆ Continuum of learning to enable an individual to achieve goals, develop knowledge and potential and participate fully in the wider society

UNESC (United Nations Educational, Scientific, and Cultural Organization)

Language and Literacy

- ▶ Communication disorders are among the most prevalent disabilities in early childhood.
- ▶ 10–15% of K children have a communication disorder.
- ▶ Half of all the “late talkers” have persistent language problems.

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Language and Literacy cont'

- ▶ If you improve one, you improve the others
 - ◆ Reading, writing, spelling, etc.
- ▶ A problem in one affects the others.
- ▶ “Language knowledge and language proficiency differentiate good and poor readers.” (Moats, 1999)

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Oral and Written Language Connection

E. Sulzby (1991) Assessment of Emergent Literacy: Storybook Reading. *The Reading Teacher*, 44, 498-500

- ▶ Must first be able to use conversation, recount events, give own perspective, set the stage, and tell stories in oral form before successfully encountering these forms in written language.
- ▶ Sequence:
 1. Children attend to pictures in a book but do not form stories yet.
 2. Children attend to pictures and form oral stories
 3. Attend to pictures and then fluctuate between story telling and reading.
 4. Children attend to print and real reading occurs.

Why English is Hard to Learn:

- The bandage was wound around the wound.
- The farm was used to produce produce.
- The dump was so full is had to refuse more ...refuse.
- We must polish the Polish crystal.
- He could lead if he would get the lead out.
- The soldier decided to desert his dessert in the ...desert.
- He couldn't decide whether he should go out ...in the bad weather

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Scientific Approach to Reading

- ▶ Reading problems occur at the single word level
- ▶ Proficient decoders know how sound structures relate to print
- ▶ Decoding needs to be fast for attention and memory to be freed (automaticity)
- ▶ 30% of Children need decoding process taught
- ▶ Comprehension is dependent on decoding

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Some Statistics About Reading

- ▶ 13+ million children in the U.S. are poor readers
- ▶ 85% of LD children are primarily impaired in reading
- ▶ 70% of poor readers in the 3rd Grade remain poor readers in the 9th Grade
- ▶ 83% of reading delayed students showed signs of language difficulties at ages 3 and 4
- ▶ Reading problem occur with equal frequency in boys and girls
- ▶ School identify four times more boys than girls
- ▶ **90% of these children have problems with the development of decoding skills**

Foorman, Flecture, Francis (CARS) Learning Disabilities OnLine

Decoding

- ▶ To use the **alphabetic principle** (that each letter represents a sound) to sound out the phonemes of a word and then blend those phonemes into a recognizable word.
 - ◆ Phoneme: The smallest contrastive unit in the sound of a language

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Hart & Risley Study, 1995

- ▶ Children's academic success at age 10 is attributable to the amount of talk they hear from birth to age 3.
- ▶ Parents of advanced children talk significantly more to their children than parents of less advanced children.
- ▶ IQ scores and language abilities are enhanced when parents speak to their children often.

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Vocabulary Growth

	Vocabulary size at age 3	Number of words spoken per hour
▶ Professional Families	1,100	2,152
▶ Working Class Families	750	1,231
▶ Welfare Families	500	516

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Vocabulary Demands on Students

- ▶ Children arrive in first grade with a lexicon of about 6,000 words
- ▶ Only about 400 words a year are directly taught by teachers
- ▶ Everyday speech consists of 5,000 to 7,000 words
- ▶ Conversations cannot make up the difference
- ▶ Still need 55,000 words for printed school English
- ▶ Students need to learn 20 new words a day

(Chall, 87; Gunning, 04)

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Special needs Students, or at risk, do not learn words indirectly because:

- ▶ They don't engage in conversation as often
- ▶ They don't alert to new or interesting words
- ▶ They often don't listen carefully when read to
- ▶ They usually don't read on their own

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Reading First Focus K-3

- 1. Phonemic Awareness**
Working with individual speech sounds (phonemes isolating, categorizing, blending)
- 2. Phonics**
Direct teaching of letter-sound relationship
- 3. Fluency**
Quick, accurate, and expressive reading
- 4. Vocabulary**
Learning words and meanings
- 5. Comprehension**
Translating words into meaningful pieces of language

National Reading Panel 1999

Phonemic Awareness

- ▶ Can be taught and learned
- ▶ Essential for reading & spelling growth
- ▶ Involves working with individual speech sounds by isolating, categorizing, and blending them
- ▶ Writing strengthens phonemic awareness
- ▶ Important to cover blending and segmentation in instruction
- ▶ Works best in small groups, about 10 min. a day
- ▶ Starts in K or Pre-K

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Report of the National Reading Panel: Teaching Children to Read

Phonemic Awareness Instruction - Alphabetics

Rigorous studies showed that students instructed in “Phonemic Awareness” achieved higher basic reading levels in contrast to control groups using other methods. Phonemic Awareness was effective with a variety of ages and ability levels. Phonemic Awareness also helped to improve normally developing students spelling skills.

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National Reading Panel cont'

Phonics

- ▶ Phonics instruction - teaching sound/symbol correspondence (the sounds letters make)
 - ◆ Improved reading ability of students across all grade levels (strongest impact grades 1 & 2)
- ▶ Phonics instruction improved normally developing student spelling skills
- ▶ Phonics had a positive effect on reading in older students with reading difficulties

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National Reading Panel cont' again

Oral Reading/Fluency

- ▶ Repeated oral reading improved word recognition, fluency, and comprehension
- ▶ Reading achievement was not supported by independent silent reading
- ▶ Reading aloud to students at all grade levels helped w/decoding, vocabulary building, syntactic abilities, and comprehension

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National Reading Panel cont' again

Comprehension

Teaching vocabulary instruction and text comprehension techniques of question generation, clarifying, predicting, and summarizing resulted in achievement test scores gain for reading comprehension

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Listening

- ▶ While not listed as one of the top five components of reading:
 - ◆ Listening comprehension and reading comprehension are controlled by the same cognitive process
- ▶ Listening should be taught at all grade levels
- ▶ Listening is a life long skills

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Language & Literacy Connection

A. Harris, E. Sipay (1990) *How to Increase Reading Ability: A Guide to Developmental & Remedial Methods*, Longman Publishing

- ▶ The correlation between reading and listening comprehension increases from .35 in 1st grade to .60 in 4th grade.
 - ◆ Once word recognition is mastered, both reading and listening controlled by similar cognitive processes.
- ▶ Linguistic knowledge (oral language skills) provides the foundation for development of written language abilities
 - ◆ Students use their oral expression skills to demonstrate their comprehension of text.

Vocabulary

- ▶ Refers to the words we use to communicate
- ▶ Plays a critical part in learning to read
- ▶ Helps students make sense of the words **they see** by comparing them to the words **they have heard**
- ▶ Is one of the 5 building blocks of reading
- ▶ Can be divided into four types

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Vocabulary Problems Over Time

Individuals with vocabulary problems:

- ▶ Have word finding problems
- ▶ Have low information words
- ▶ Has a negative impact on discourse skills
- ▶ Rarely expand the meanings of the words they know
- ▶ Read less than their peers

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The Importance of Vocabulary

- ▶ Strongly related to reading comprehension
- ▶ Correlates highly with general verbal ability
- ▶ Has a direct impact on overall literacy development

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Number of Exposures Needed to Learn a New Word

Level of Intelligence	IQ/Ability	Requires Exposures
Significant above average	120-129	20
Above average	110-119	30
Average	90-109	35
Slow learner	80-89	40
Mild cognitive impairment	70-79	45
Moderate cog impairment	60-69	55

(Gates, 1931; McCormick, 1999)

Vocabulary Demands on Students are Daunting

- ▶ 450,000 words in English- largest vocabulary of languages in use today
- ▶ Students must learn 3,000 words per year by 3rd grade.
- ▶ Only 400 words a year are directly taught by teachers.
- ▶ Academic demands are high
- ▶ Everyday speech consists of only 5,000-7,000 words.
- ▶ Conversation cannot make up the difference

(Frey & Fisher, 2007)

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Building Early Vocabulary

- ▶ Rhyming
 - ◆ Brain is a natural pattern seeker
 - ◆ Categories, synthesizes, organizes
- ▶ Humor
- ▶ Labeling
 - ◆ Recognition
- ▶ Encourage other than English at home
- ▶ Low vocabulary needs structure
- ▶ Greatest results from time on task

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Vocabulary Interventions

- ▶ Reading Aloud
- ▶ Story Re-Tell
- ▶ Cinquains (sang-cane)
- ▶ Figurative Language- idioms
- ▶ Hink Pinks (Terse Verse)
- ▶ Colorful Letter Scramble
- ▶ The Bridge of Vocabulary

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Vocabulary Research Shows:

It is more effective to support all four types of vocabulary for struggling students (NRP, 2001)

- ◆ Reading
- ◆ Listening
- ◆ Writing
- ◆ Speaking

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Vocabulary Research Also Shows:

- ▶ Word learning depends on the other sounds and words the child already knows.
- ▶ How a new word relates to these existing words (neighborhood density) positively influences the speed of learning

(Hoover & Storkel, 2005).

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Vocabulary Research Also Shows

- ▶ The use of opposition (antonyms) in defining terms helps to establish extremes of a word's meaning.
- ▶ Synonym production is improved by antonym production, although the reverse has not been shown to be true

(Powell, 1986).

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Evidence Based Vocabulary Research Also Shows:

- ▶ Words are used to think.
- ▶ The more words we know, the finer our understanding of the world

(Stahl, 1999)

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What Does Research Tell Us?

- ▶ Most vocabulary is learned indirectly
- ▶ Some vocabulary must be taught directly
- ▶ Poor vocabulary is a hallmark of language, literacy, and cognitive disabilities

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Research Indicates:

- ▶ Directly teaching word parts- affixes, base words, roots
 - ◆ Greatly enhances vocabulary because 60% of English words which have Latin or Greek origins
- ▶ Challenging students to create original sentences with target words |
 - ◆ Increases personal interest and word learning

(Armbruster & Osborn, 2001)

(Beck, et al, 2002)

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These Interventions Should:

- ▶ Include all four vocabulary types
- ▶ Combine print and speech supports
- ▶ Need to be modified for grades and ages
- ▶ Require many repetitions to be successful

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Evidence Based Practice Research Shows

- ▶ Vocabulary knowledge
- ▶ Story comprehension
- ▶ Story sequencing are the language skills **that have the strongest relationship to improved reading outcomes**

(Snow, Tabors, Nicholson & Kurland, 1994).

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Vocabulary Research

- ▶ 5,000 words in oral vocabulary when they come to school
- ▶ 3,000 words per year in early and middle grades
- ▶ 88,000 new words encountered between grades 7 and 9.
- ▶ Students need to learn 20 new words a day

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Vocabulary for At Risk

- ▶ Vocabulary is difference between the middle of the class and “at risk” children
- ▶ Need indirect and direct instruction to learn word meanings
- ▶ Need rich conversation, adult reading aloud and encouragement to read on own
- ▶ Direct instruction in specific word meanings and word learning strategies
- ▶ Repeated exposure

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EBP in Vocabulary indicates...

Encouraging students to play with words creates an interest in knowing more about them

- ▶ Referred to as word consciousness
 - ◆ Essential to vocabulary growth

(Stahl, 1999).

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Reading Comprehension

- ▶ Must be automatized for greater comprehension development
- ▶ Is increased by more reading
- ▶ Is increased by being read to (radio)
- ▶ Is increased by sequential writing skills
- ▶ Is increased by automatized who, what, when, where, how

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Blue Ribbon Study

What Education Schools Aren't Teaching about Reading What Elementary Teachers Aren't Learning

National Council on Teacher Quality 6/06

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University Reading Programs

- ▶ Randomly selected **72** elementary education programs that mirror **1,271** national programs
 - ◆ 11 out of 72 (**15%**) included all the components
 - ◆ 32 out of 72 (**41%**) did not include any components
- ▶ Looked at all required reading courses
 - ◆ **223** total courses
 - ◆ Analyzed all course with respect to the 5 components of the science of reading
- ▶ Only **93** of the **223** met criteria
 - ◆ Of those only **9%** devoted lectured time about the science of reading

Schools in Illinois and Others

- ▶ Loyola University, Chicago 100% Passed
 - ▶ Northern Illinois University 80% “
 - ▶ Eastern Illinois University 0% Failed
 - ▶ Illinois State University 0% “
 - ▶ Southern Illinois University 0% “
-
- ▶ Fort Hays Kansas State Univ 0% “
 - ▶ Northern Arizona University 0% “

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University Reading Programs

- ▶ Paired 26 universities programs 13 each
 - ◆ One set (13) were accredited by
 - The National Council for the Accreditation of Teacher Education (NCATE)
 - ◆ The other set (13) had no NCATE accreditation
- ▶ Looked at selectivity, number of teachers produced, state reading standards
- ▶ Findings? NO SIGNIFICANT DIFFERENCE

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So...What is REALLY Important?

- ▶ Teaching students to read.
- ▶ Amount of reading students do predicts the size of their vocabulary
- ▶ Vocabulary knowledge is the single most important factor contributing to reading comprehension

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(Roth & Troia, 2005)

Babies and Toddlers

- ▶ Are awake 110 hours a week
- ▶ Hear 340 utterances per hour, 1440 words are addressed to them
- ▶ Respond 150 times
- ▶ Are affirmed 17 times
- ▶ Have 15,000 hours of learning time by age 3

Fill it with language!!!

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By Age 3 Has Heard An Average of 3 million words

- ▶ Some hear as much as 6 million words
- ▶ Have practiced 3 million
- ▶ Not dependent on parenting style or SES
- ▶ Amount of family talk is closely correlated with IQ scores at age 3 ($r = .77$)
- ▶ What's important?
 - ◆ TALK MORE TO BABIES.

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Language to Literacy Model

Auditory Processing

Ability to perceive sound

Sound & Symbol Correspondence

Attach sounds to words

Oral Language

Used to communicate thoughts/feelings

Decoding and Spelling

Putting sounds to letters and words

Phonological Awareness

*Structure of language

Comprehension

Automaticity

It's All So Obvious

Occurring to research at an English university, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letters are at the right place. The rest can be a total mess and you can still read it without a problem. This is because we do not read every letter by itself but the word as a whole.

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Response to Intervention (RTI)

Is the practice of:

- ▶ Providing **high-quality instruction** and **intervention matched to student needs**
- ▶ Using **learning rate over time** and level of performance **to make educational decisions**

National Association of State Test Directors of Special Education

- ▶ An array of **procedures** used to **determine** if and how students **respond to specific changes in instruction**. An **improved process and structure for school teams** in **designing, implementing, and evaluating interventions**

Klotz, M & Canter, A, NASP

Evidence-based Practice

An approach in which current high quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions

(ASHA, 2005).

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How We Know If It Is True or Right?

- ▶ **Literature/theory based**- position papers, policy analysis, descriptive reviews of the literature
- ▶ **Research-based**- peer reviewed studies, with appropriate design, address cause and effect, can be replicated
- ▶ **Practice-based**- promising practices, model programs, professional wisdom, implicit effectiveness due to wide use, action research (CEC, 2005)

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Scientifically Based Intervention

- ▶ Tier 3 Level (IDEA) referrals for reading
- ▶ SW urban school district
 - ◆ 95.6% Hispanic, 32.7% ELL with Spanish as primary
- ▶ RTI before evaluation
 - ◆ 45 hours of specific reading instruction, in groups of five, by Reading Specialists and SLPs with 17 activities covering
 - Phonemic Awareness
 - Phonics
 - Vocabulary
 - Comprehension
 - Fluency
- ▶ Significant results (one year growth +)

Montgomery, J., Moore-Brown, B., Belinski, J., Subin, J. Top Language Disorders, Vol. 25, 2005

Some Research on LD Reading

85-90 % of Learning Disabled readers can experience significant progress if given:

- ▶ 20 min. one-on-one for age 5 & 6
- ▶ 40-45 min. one-on-one for ages 7 & 8
- ▶ 60-90 min. one-on-one for 9 and up

Probably holds true with the regular struggling readers too but....

Presentation: Learning Strategies for LD, CEDS Annual Conference 1999

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Intervention Findings

- ▶ Favorable outcomes result from direct instruction in decoding with emphasis on the alphabetic code
- ▶ Intensity and duration are more important than the type of instruction
- ▶ Comprehension process are separate and must be taught
- ▶ 15 minutes of instruction in alphabetic code in K shows significant gains in phonological analysis

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What does the research in vocabulary indicate for intervention?

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Students Increase Their Vocabulary If They Have:

- ▶ Wide ranging experiences
- ▶ Sufficient number of exposures
- ▶ Active engagement
- ▶ Consistent direct instruction
- ▶ Useful word learning strategies

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Developing Vocabulary Through “Read Alouds”

- ▶ Select books that have a high source of vocabulary
 - ◆ i.e. Doctor De Sota, Walk Two Moons, etc.
- ▶ Read the book aloud at least 10 minutes a day
- ▶ Stop to discuss, define, and model new words
 - ◆ Discussions should be brief
- ▶ Write new words on a chart and have kids use them in the classroom
 - ◆ Reward when used
- ▶ Use the words in daily discussion during the week
- ▶ Share a word from home to the class

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Figurative Language

The ability to comprehend figurative language

- ▶ Develops at the same time as our ability to understand and use literal language.

(Qualls, 2006)

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Figurative Language

- ▶ Continue to teach it along side of literal language- preschool through high school.
- ▶ Don't wait for children to be "ready" for it.
- ▶ It is intrinsic to increasing the power of vocabulary
- ▶ Use games, pictures, stories, situations
- ▶ Use idioms in your own speech -- call attention to them

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Idioms- High familiarity

(Nippold & Rudzinski, 1993; Qualls, et al, 2003)

- ▶ Leting off steam
- ▶ Going around in circles
- ▶ Puting one's foot down
- ▶ Breathing down one's neck'
- ▶ Reading between the lines
- ▶ Puting their heads together
- ▶ Skating on thin ice
- ▶ Beating around the bush

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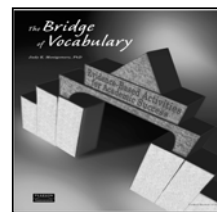
Moderate

(Nippold & Rudzinski, 1993; Qualls, et al, 2003)

- ▶ Go into one's shell
- ▶ Strike the right note
- ▶ Keep up one's end
- ▶ Cross swords with someone
- ▶ Go against the grain
- ▶ Blow the cobwebs away
- ▶ Make one's hair curl
- ▶ **Throw to the wolves**
- ▶ **Throw under the bus**
- ▶ **Two wrongs don't make a right**

Low

- ▶ Take down a peg
- ▶ Vote with one's feet
- ▶ Paper over the cracks
- ▶ Hoe one's own row
- ▶ Talk through one's hat
- ▶ Lead with one's chin
- ▶ Rise to the bait
- ▶ Have a hollow ring
- ▶ **The ox is in the ditch**
- ▶ **Kicked to the curb**
- ▶ **Everyone's crow is the blackest**



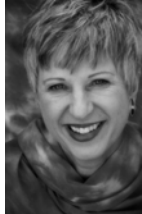
Response to Intervention

The only explicit vocabulary intervention program tied to evidence-based research and curriculum standards for both general and special education.

(NCLB 2001, IDEA 2004)

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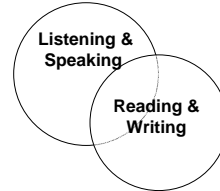
Author: Judy Montgomery, PhD



- ▶ Speech-language pathologist
- ▶ Professor, Special Education, Chapman University
- ▶ Former president of ASHA
- ▶ Former president of the Division for Communicative Disabilities and Deafness of the Council for Exceptional Children (CEC)
- ▶ Former teacher, principal, and special education director
- ▶ Numerous professional publications



A Multi-Modality Approach



- ▶ Listening and speaking vocabularies enhance reading and writing vocabularies
- ▶ The benefits of particular practice activities cross over from one mode to another

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Why The Bridge of Vocabulary?



- ▶ Easy to use (covers pre-school to adult)
- ▶ Contains 101 vocabulary instruction, enrichment, and intervention activities in print form
- ▶ Contains an additional 300 guided practice activities and Independent Practice Worksheets on CD-ROM, as well as:
 - ◆ Picture cards
 - ◆ Word cards

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Developed in Collaboration with:

- ▶ General education teachers
 - ◆ Emphasizing the grade level English Language Arts state standards
- ▶ Special education professionals (including Speech-Language Pathologists):
 - ◆ Evidence-based practices
 - ◆ I.E.P. goals

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Materials

- ▶ Book - Introduction, 101 professional-led activities, appendixes and references
- ▶ CD-ROM - additional activities and supporting materials

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Content

- ▶ Listening, speaking, reading, and writing
- ▶ Categorization
- ▶ Word parts
- ▶ Rhyming
- ▶ Antonyms and synonyms
- ▶ Compounds
- ▶ Onomatopoeia
- ▶ Meaning and usage
- ▶ Storytelling
- ▶ Word play

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Activities Organization

- ▶ Objective
- ▶ "Evidence Base"
- ▶ Directions
- ▶ "Standards Link"
- ▶ Time
- ▶ Group size
- ▶ Materials needed
- ▶ Related activities

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The School Code of Success

- ▶ Literacy values
- ▶ Time values
- ▶ Future orientation
- ▶ Readiness
- ▶ Vocabulary/Oral Language

"The Reading Teacher's Book of Lists"
 "What Your Kindergartner Needs to Know"

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