Building a Collaboration Team: Assembling Content, Technique and Administrative Support
ISHA 2019

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Language Empowers All People (LEAP)©
HELPING ALL KIDS SUCCEED
Equipping children - with the language skills they need to become fluent readers, effective communicators, and future professionals - is the core of LEAP’s programs.

Because WORDS ARE TOOLS!

WORDS ARE TOOLS©
When a child has a rich vocabulary, she can draw from her words to problem solve, think critically, and master the age appropriate expectations set in school for future achievement. Words are Tools for learning, and the more a child has, the more he stands to learn.
Language and Poverty

• Language is the basis of literacy.
• Children in poverty often have had fewer words spoken to them, with shorter utterances, and greater numbers of discouragements.
• May not have had the opportunity to learn the school language of negotiation, self advocacy, and prediction.
• May not have had the language underpinnings of math and science.

Raising The Bar 2010
By Hart Research Associates

To communicate effectively, orally and in writing (89%)
To critical think and analytical reasoning skills (81%)
To analyze and solve complex problems (75%)
Teamwork skills to collaborate in diverse group settings (71%)
To innovate and be creative (70%)
To locate, organize, evaluate information from multiple sources (68%)
To work with numbers and understand statistics (63%)
These were of paramount importance by employers.

Hint!!! It’s All About Language!

What are the critical communication needs of your students that you would like to help build?

• Academic English?
  • Grammar
  • Appropriate & higher level vocabulary
• Shared Language of Instruction?
  • Understanding of professional language in different setting
  • Code-switching between social and academic language
• Culture of learning?
  • Advocate, clarify and receive information
The neurology of language supports adolescent intervention

- Working on speech goals improves active listening
- Listening – modeling – doing results in greatest skills transfer
- Academic communication skills help prepare students for more rigorous college work
- A culture of oral skills reinforces study skills, vocabulary growth and logical thinking
- Adolescents are establishing neurological tracts that structure executive and higher level language abilities--- For adolescents the time is right!

The Basic Program Outline

A Language For Scholars Program:
- Focuses on developing classroom based oral communication skills
- Utilizes Speech Goals as a tangible, readily modeled framework
- Gives permission for teachers, leaders and peers to model and give communication feedback
- Intense feedback and modeling with functional activities
- Pre- and post assessment of students; feedback to teachers

Our First Step is a Speaker’s Workshop

1. We learn about Leap Speech Goals
2. You learn how to listen for speech goals
3. Practice modeling and implementing Leap Speech Goals
4. Learn specific modeling techniques and classroom reinforcements
5. Most importantly, develop an awareness of Speaking Registers
Feedback Hierarchy

- Feedback becomes more concise as students learn and apply Speech Goals
- Places responsibility on students to make necessary Speech Goal adjustments
- This expectation is adjusted based on instructional period

What are LEAP Speech Goals?

<table>
<thead>
<tr>
<th>“The Great Eight”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
</tr>
<tr>
<td>Effective body language</td>
</tr>
<tr>
<td>Intonation</td>
</tr>
<tr>
<td>Projection/volume</td>
</tr>
<tr>
<td>Rate</td>
</tr>
<tr>
<td>Filler/Free Speech</td>
</tr>
<tr>
<td>Conversation</td>
</tr>
<tr>
<td>Syntax/grammar</td>
</tr>
</tbody>
</table>

5 Different Register Classifications, from Joos, 1967

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frozen/Static</td>
<td>Never changes i.e. Pledge of Allegiance</td>
</tr>
<tr>
<td>Formal</td>
<td>Lecture...few/no questions. Uses Academic Business English. No facts from the audience.</td>
</tr>
<tr>
<td>Casual</td>
<td>Language used by peers and friends: Slang and colloquialisms frequent. Facts optional.</td>
</tr>
<tr>
<td>Intimate</td>
<td>Intuited communication, based on shared experiences, frequently highly pragmatic. Facts unexpected.</td>
</tr>
</tbody>
</table>
Moving Across Language Registers

*an individual's registers*

- at work
- with friends
- with family
- at a football match

Using More complex language

- Transitions are tied to sentence complexity
- Simple: only an independent clause—“The dog ran in the house.”
- Compound: links multiple independent clauses with conjunction—“FAN BOYS” - for, and, nor, but, or, yet, so
- Complex: independent clause and one or more dependent clauses connected
  - Subordinating conjunctions
  - Although, because, whenever, whereas, while, since, even though

LEAP Staff: Mock Interviews
Introducing LFS to Your Class

Rolling out the program:

- Introducing Learning Objective
  - “Beginning this semester we are working on communication skills – you, me, principals.
  - “These skills will help you in college and when you interview for a job.”

- Introducing Language of Instruction
  - “We’ll call them Speech Goals – there are 8 in all.”
  - “We will use our academic language when we discuss text, give presentations and meet new people.”

- Instruction & Targets
  - “First we’ll work together on Full Articulation, Body Language and Intonation (Tone) etc.
  - Then we’ll include some other goals (content, grammar, etc.)

Language for Scholars: Introducing Students to Registers

- Discuss value of cultural dialects/first languages/school language
- Students already switch between casual and more formal language in their daily life
- Academic/business language is a tool…to pull out and use for your benefit
- Use Academic/business language only in appropriate settings (school, work interviews, high stakes communication)
- Student activity: how would you interact with… a parent, peer, favorite family member, teacher, supervisor, best friend, clergy, bus driver, favorite coach- to reach your goal?

Making Links Between Registers Clear

- We deal mainly with distinguishing Casual and Consultative Registers.
- Academic/Business Speech:
  - Use Speech Goals
  - Present facts distinctly and with support
  - Reference topics using prior academic knowledge; identify themes, facts and opinions
  - Reference the question or opinion that is expressed
  - Monitor clarity of answer using Speech Goals