Agenda

• 1-2:00 pm  Introduction to Emergent Literacy, Literacy and Speech Pathology

• 2-3:00 pm  Speaking, Listening, Reading and Writing

• 3-3:15 pm  Break (5 minute breaks every hour due to adult attention span (20” average!))

• 3:15-4:30 pm  Assessment and Treatment Options for Language/Literacy Deficits in Children and Adolescents

• 4:30-5:00pm  Open Discussion (Q&A) and Course Evaluation
OBJECTIVES

1. The participant will be able to identify language and literacy challenges for children and adolescents in public, charter and private schools.

2. The participant will be able to define and demonstrate appropriate assessment and treatment strategies to address the language and literacy needs of children and adolescents in public/private schools.

3. The participant will be able to provide information about literacy development to state and local agencies that plan and evaluate curricula, establish comprehensive assessments and set related policies; educating them about relationships between spoken language and written language (i.e. reading, writing and spelling) and the benefits of collaborative instructional approaches.
Multisensory teaching isn’t just limited to reading and listening. Instead, it tries to use all of the senses. Every lesson won’t use all of a child’s senses (taste, smell, touch, sight, hearing and movement). But in most multisensory lessons, students engage with the material in more than one way.

For example, let’s say your child’s class is studying apples. Your child might have the chance to visually examine, touch, smell and taste apples—instead of just reading and listening to his teacher speak about how they grow. Then he might hold a halved apple and count the number of seeds inside, one by one. That’s multisensory teaching.

Cultural Competence Checklist

Personal Reflection

This tool was developed to heighten your awareness of how you view clients/patients from culturally and linguistically diverse (CLD) populations.

*There is no answer key; however, you should review responses that you rated 5, 4, and even 3.

I treat all of my clients with respect for their culture.

I do not impose my beliefs and value systems on my clients, their family members, or their friends.

I believe that it is acceptable to use a language other than English in the U.S.

I accept my clients’ decisions as to the degree to which they choose to acculturate into the dominant culture.

I provide services to clients who are GLBTQ (Gay, Lesbian, Bisexual, Transgender, or Questioning).

I am driven to respond to others’ insensitive comments or behaviors.

I do not participate in insensitive comments or behaviors.

I am aware that the roles of family members may differ within or across culture or families.

I recognize family members and other designees as decision makers for services and support.

I respect non-traditional family structures (e.g., divorced parents, same gender parents, grandparents as caretakers).

I understand the difference between a communication disability and a communication difference.

I understand that views of the aging process may influence the clients’/families’ decision to seek intervention.

I understand that there are several American English dialects. I recognize that all English speakers use a dialect of English.

I understand that the use of a foreign accent or limited English skill is not a reflection of:

I understand how culture can affect child-rearing practices such as:

Discipline
Dressing
Toileting
Feeding
Self-help skills
Expectations for the future
Communication

I understand the impact of culture on life activities, such as:

Education
Family roles
Religion/faith-based practices
Gender roles
Alternative medicine
Customs or superstitions
Employment
Perception of time
Views of wellness
Views of disabilities
The value of Western medical treatment

I understand my clients’ cultural norms may influence communication in many ways, including:

Eye contact
Interpersonal space
Use of gestures
Comfort with silence
Turn-taking
Topics of conversation
Asking and responding to questions
Greetings
Interruptions
Use of humor
Decision-making roles

6 SUPER POWERS TO BE AN SLP

Super speed to get everything done
Problem solving skills to tackle any situation
Flexibility to adjust lesson plans on the fly

Gadget skills to meet ALL needs
Flying skills to move from one client to the next
Team work skills and ability to use witty expressions

© IfOnly I Had Super Powers (supernpowerspeach.com)

http://www.teacherspayteachers.com/Store/Holly-Hemings

While several sources were consulted in the development of this checklist, the following document inspired its design: Geoghe, T. D. (1989, revised 2002). Promoting cultural and linguistic competence: Self-assessment checklist for personnel providing services and supports in early intervention and childhood settings.


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ELL Facts

Top Languages Spoken by English Language Learners
Nationally and by State

This fact sheet describes the home languages spoken by English Language Learner (ELL) students at national and state levels. For the top ten languages spoken by ELL students at the national level (Section I) the fact sheet draws upon the most recently available data, from the U.S. Census Bureau’s 2013 American Community Survey (ACS). The ACS asks respondents to identify the level of English proficiency of every member of a household. Meanwhile, states and school districts use separate methods to identify students as ELLs, including home language surveys and English language proficiency assessments. For state level analysis (Sections II – VI) data from the U.S. Department of Education’s Consolidated State Performance Reports (CSPR) SY 2012-13 are utilized to describe the top five languages spoken by ELL students enrolled in public schools in each state.

1. Spanish Was the Language Most Often Spoken by ELLs Nationwide

While the languages spoken by ELL students were very diverse, Spanish was the most common home or first language, spoken by 71 percent of ELL students, according to the 2013 ACS.

Figure 1. Top Ten Languages Spoken in ELL Students’ Homes, 2013

Note: English Language Learners (ELL) students were identified as individuals ages 5 to 17 enrolled in school who reported speaking English was not “very well.” Chinese includes Cantonese and Mandarin. French/Haitian Creole includes French as well as French/Haitian Creole.

Chinese was the second most common language spoken in ELL students’ homes, representing 4 percent of ELLs, followed by Vietnamese (3 percent) and French/Haitian Creole (2 percent). Of the remaining top ten languages, no other language accounted for more
A career in speech-language pathology challenges you to use your intellect (the talents of your mind) in combination with your humanity (the gifts in your heart) to do meaningful work that feeds your soul... I am proud to be a member of what I consider to be the best profession on earth.

Megan Hodge
ASHA Roles and Responsibilities
Speaking, Listening, Reading and Writing

• SLPs have a primary role in both early identification of literacy problems and in the identification of literacy difficulties among older students.
• Early identification may take place during the preschool years or after formal reading instruction has begun, but before children become discouraged and enter the cycle of failure.
• Some children with language difficulties involving higher order processes may progress normally in early word-recognition skills, only to show difficulties when increased demands are placed on text comprehension (ASHA.org).
• SLPs' knowledge of language development expectations and individual differences allows them to contribute to the identification of these children by explaining the language bases of such children's literacy learning problems.
• SLPs can consult with parents, teachers, and other professionals about the best ways to develop spoken-language skills while promoting reading and written-language development (ASHA.org).
Multisensory Strategy 2

- **Moana**
- **Inside Out**
Emergent Literacy (ASHA.org)

• **Early Warning Signs**
  Signs that may indicate later reading and writing and learning problems include persistent baby talk, absence of interest in or appreciation for nursery rhymes or shared book reading, difficulty understanding simple directions, difficulty learning (or remembering) names of letters, failure to recognize or identify letters in the child's own name.

• **Role of the Speech-Language Pathologist**
  Speech-language pathologists (SLPs) have a key role in promoting the emergent literacy skills of all children, and especially those with known or suspected literacy-related learning difficulties. The SLP may help to prevent such problems, identify children at risk for reading and writing difficulties, and provide intervention to remediate literacy-related difficulties. Prevention efforts involve working in collaboration with families, caregivers, and teachers to ensure that young children have high quality and ample opportunities to participate in emergent literacy activities both at home and in daycare and preschool environments. SLPs also help older children or those with developmental delays who have missed such opportunities.

• **Early Intervention Is Critical**
  Emergent literacy instruction is most beneficial when it begins early in the preschool period because these difficulties are persistent and often affect children's further language and literacy learning throughout the school years. Promoting literacy development, however, is not confined to young children. Older children, particularly those with speech and language impairments, may be functioning in the emergent literacy stage and require intervention aimed at establishing and strengthening these skills that are essential to learning to read and write.
Emergent Literacy
(ASHA.org)

During early speech and language development, children learn skills that are important to the development of literacy (reading and writing). This stage, known as emergent literacy, begins at birth and continues through the preschool years. Children see and interact with print (e.g., books, magazines, grocery lists) in everyday situations (e.g., home, in preschool, and at daycare) well before they start elementary school.

Parents can see their child's growing appreciation and enjoyment of print as he or she begins to recognize words that rhyme, scribble with crayons, point out logos and street signs, and name some letters of the alphabet. Gradually, children combine what they know about speaking and listening with what they know about print and become ready to learn to read and write.
Emergent Literacy (ASHA.org)

Are Spoken Language and Literacy Connected?

The experiences with talking and listening gained during the preschool period prepare children to learn to read and write during the early elementary school years. This means that children who enter school with weaker verbal abilities are much more likely to experience difficulties learning literacy skills than those who do not.

One spoken language skill that is strongly connected to early reading and writing is **phonological awareness**—the recognition that words are made up of separate speech sounds, for example, that the word dog is composed of three sounds: d, aw, g.

There are a variety of oral language activities that show children's natural development of phonological awareness, including rhyming (e.g., "cat-hat") and alliteration (e.g., "big bears bounce on beds"), and isolating sounds ("Mom, f is the first sound in the word fish"). As children **playfully engage in sound play**, they eventually learn to segment words into their separate sounds, and "map" sounds onto printed letters, which allows them to begin to learn to read and write. Children who perform well on sound awareness tasks become successful readers and writers, while children who struggle with such tasks often do not.

Preschool children with speech and language disorders often experience problems learning to read and write when they enter school. Other factors include physical or medical conditions (e.g., preterm birth requiring placement in a neonatal intensive care unit, chronic ear infections, fetal alcohol syndrome, cerebral palsy), developmental disorders (e.g., intellectual disabilities, autism spectrum), poverty, home literacy environment, and family history of language or literacy disabilities.
Assessment of written-language and related spoken-language competencies should include:

- A variety of informal activities, such as interviews and strategic observations of students engaged in literacy activities, as well as samples involving speaking, listening, reading, and writing.
- Informal reading inventories, spelling inventories, or writing prompts with holistic scoring rubrics have been published in various forms.
- Texts, materials, and activities for these samples drawn from the student's school curricula and classroom experiences.
- Informal activities (i.e., dynamic or descriptive assessments) which provide adequate and relevant information to assess progress and plan intervention.
SLPs’ Literacy Roles and Responsibilities (ASHA.org)

- Children read, spell, and write poorly for a variety of reasons, and SLPs must know about these variations.
- Although the discussion of subtypes of literacy problems continues to develop in the literature, reading disorders can be viewed along several dimensions (Catts & Kamhi, 1999; Speece et al., 1999).
- **Decoding problems occur** primary when individuals cannot transform print to words but can demonstrate relatively intact comprehension when written texts are read aloud to them.
- **Comprehension problems are primary** when individuals cannot answer questions about what they have read or paraphrase the meaning, even though they have read the words aloud with relative accuracy.
- Both **decoding and comprehension** problems are evident when individuals have relatively equal difficulty transforming print to words and understanding written language read aloud to them.
- Knowledge about the **specific characteristics of decoding, comprehension, and writing difficulties** guides the development of assessment protocols for testing hypotheses about relationships.
Language is basis to literacy

Language system includes orthography (spelling system), phonetics (speech sounds), phonology (rules system for sounds), morphology (forms), syntax (word order), semantics (meaning) and discourse (connected text) and pragmatics (audience awareness of social contexts).

Print related skills (phonological awareness, letter knowledge, print concepts)

Vocabulary, oral language, discourse influenced by home environment

Aim of reading is to UNDERSTAND what you are reading; need language comprehension to do this
Louisa Cook Moats

- Meet the Experts: Dr. Louisa Moats (Spelling)
- Louisa Moats: We need to be outraged
- Author Louisa Moats explains why Students Receive Phonemic Awareness and Phonics Instruction
- Moats on Teachers not Programs
Celeste Roseberry McKibbon

- Youtube Channel
- Differentiating Language Difference from Language Impairment – Celeste
- Intervention for ELLs with Language Impairment: Reading with CARE
- Practical Assessment and Treatment Strategies for English Language Learners With Language Impairments
- Multicultural students with special language needs
Tools for your Tool Kit

- Emergent Literacy Outcomes – Speech Pathology.com
- Language and Literacy Concerns in School-Age Children with ASD – Speech Pathology.com
- Literacy Development in Infants and Toddlers: Best Practices for the SLP
- Effective Family Intervention Techniques - Source: Kreutzer et al. (2010)
- Culturally Responsive Support For Dual Language Learners - Speech Pathology.com
- Language and Literacy: Unique Contributions of Speech-Language Pathologists - C. Melanie Schuele, PhD © 2008; melanie.schuele@vanderbilt.edu
- Intervention Strategies for English Language Learners with Language Learning Disabilities - Celeste Roseberry-Mckibbin, Ph.D., CCC-SLP
- ABeCeDarian Placement Assessment
- The effects of multi-sensory strategies on the literacy development of A second grade English language learner – Amy Gardner
- Scaffolding Emergent Literacy-A Child Centered Approach for Preschool through Grade 5 – Nericcio, Graduate students, Concordia University-Austin
More Tools for your Tool Kit

Nericcio Personal Pinterest

1. SLP Activities
2. SLP Humor
3. Teachers
4. Literacy
5. Writing
Website Tools

- Bilingualistics.com
- ASHA.org
- Reading rockets.org
- Superduper.com
- Colorin Colorado.com
- ASCD.org
- Middlebury Interactive Languages
- Language and Literacy – Patricia Slyke PhD
Multi-Sensory Strategy 3

- **If I only had a brain**
References

References


• Roseberry-McKibbin, C. (2016, April). *Practical assessment and treatment strategies for ELLs with language impairments.* (Case Studies Course: ELLs) CEU course created for the American Speech and Hearing Association, Rockville, MD.


The fact that the word 'phonetically' doesn't start with an 'f' is why I have trust issues.

OF COURSE HE HAD A MELTDOWN

YOU DON'T FOLLOW THE IEP!
Bye Bye Bye Bye Music

- Katy Perry
- Bruno Mars