

Advance Organizer

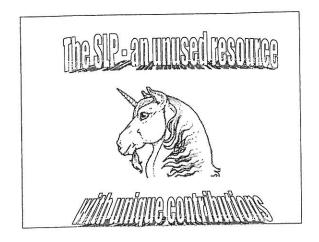
How can SLPs make a major contribution to the implementation of the Content Literacy Continuum at middle and high schools?

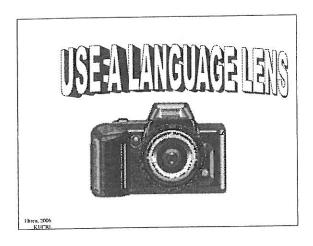
Ehren, 2006

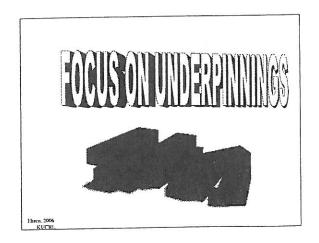
Why SLPs in Literacy?

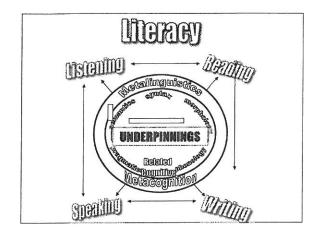
- Literacy is language and SLPs know language.
- Written and spoken language are interrelated.
- Many students struggle with literacy for language reasons.
- Students with language impairment (LI) have difficulties learning to read and write.
- SLPs need to share the responsibility for student success.

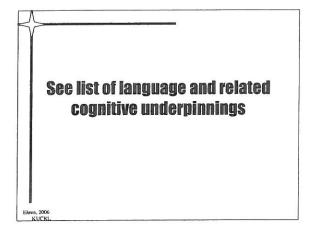
Ehren. 2006

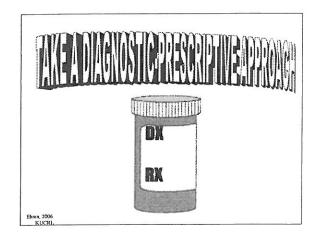












How services for identified students (LI) might be delivered:

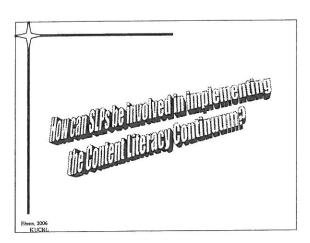
- A regularly-scheduled "therapy" class as an elective
- Co-teaching with other special service providers
- Co-teaching an intensive reading class where students with LI are clustered
- Working with students in a communication, reading or writing lab
- Consultative services to teachers for identified students

Ehren, 2006 KUCRL

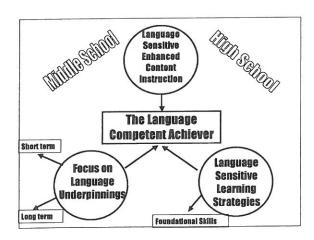
How services for unidentified students might be delivered:

- Co-teaching an intensive reading class (part-time) to assist teachers in identifying "culprit" language underpinnings
- Working with students in a communication, reading or writing lab where identified students are present
- Technical assistance regarding language correlates of curriculum, instruction and assessment to teachers for unidentified students.

Ehren, 2006 KUCRL









The SLP and the CLC

All Levels

Provide appropriate curriculumrelevant assessment to shed light on the language underpinnings a student may be lacking.

Ehren, 2006 KUCRL

The SLP and the CLC

All Levels

Provide leadership at the school level to inform faculty and administration about the far-reaching impact of language on academic success and the need for appropriate secondary services.

Ehren, 2006 KUCRL

Level 5

Therapeutic Intervention

Goal: Mastery of the language underpinnings of curriculum content and learning strategies.

Primary tools: Tools and procedures used at the other levels enriched with Curriculum-Relevant Therapy.

The Speech-Language Pathologist Provides Curriculum-Relevant Therapy

Curriculum-relevant therapy is a kind of intervention that engages students in meaningful, relevant, results oriented work, leading to academic success.



Practice Principles:

- 1. Intervention provided by the SLP should be therapeutic, or clinical, in nature.
- 2. Intervention should relate directly to what students have to learn in school.



Ehren, 2006

The SLP and the CLC

Level 5

- Provide direct services to students in middle, junior and high school in a sufficient intensity to make a difference.
- Work on the language underpinnings that cut across content mastery and learning strategy demands.
- •Teach "mini-strategies" for students who can't handle the complex SIM strategy systems.

Ehren, 2000

How many kids with LI are we talking about?

2%

Ehren, 2006 KUCRL

Parameters for Valued Therapeutic Intervention

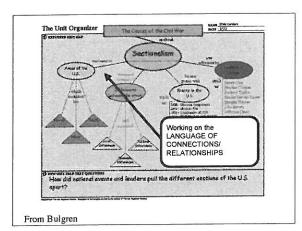
- · Include both skills and strategies.
- · Promote generalization to content classes.
- · Make intervention palatable to the adolescent; create a learning partnership.
- · Facilitate student self-management.

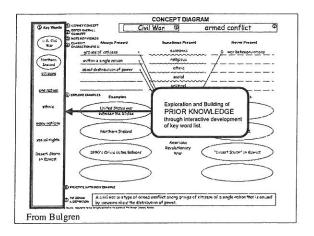
Ehren, 2006 KUCRL

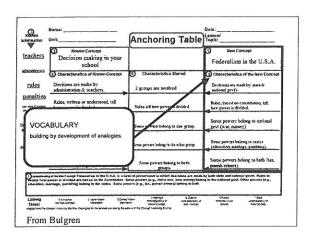
The SLP and the CLC

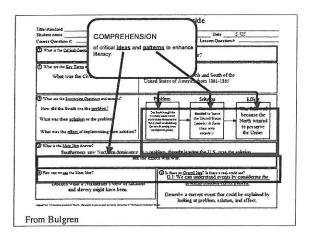
More on Level 5

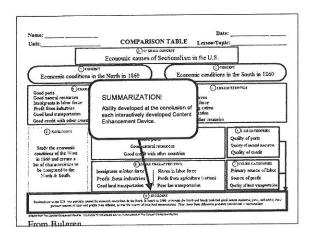
- · Use visual devices to work on the language underpinnings of manipulating content information.
- · Use a Cue, Do, Review format in sessions.

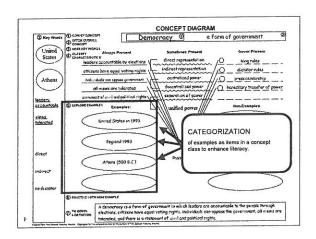












The SLP and the CLC
More on Level 5
 Work on the language underpinnings of learning strategy acquisition and generalization with students with LI
• Strategy steps
 Covert activity
 The instructional process
Focus on
 prerequisite skills for the specific strategy
 self-talk for metacognition

The Paraphrasing Strategy Steps Read a paragraph A sk yourself what is the main idea and what are important supporting details

• P ut the main idea and supporting details

into your own words

I:hren, 2006

The Self-Questioning Strategy Stops

- A ttend to clues as you read
- S ay some questions
- K eep predictions in mind
- I dentify the answer
- T alk about the answers

Ehren, 2006

The Visual Imagery Strategy Steps

- **S** earch for picture words
- C reate or change the scene
- Enter lots of details
- M ame the parts
- E valuate it

Stages of Acquisition and Generalization

- 1. Pretest and Make Commitments
- 2. Describe
- 3. Model
- 4. Verbal Practice
- 5. Controlled Practice
- 6. Advanced Practice
- 7. Posttest and Make Commitments
- 8. Generalization

Ehren, 2006

Level 4

Basic Skill Instruction for Those Below a 4th Grade Level

Goal: Fundamental literacy skills at least at the 4th grade level.

Primary tools: Research-validated programs in decoding, fluency and comprehension skills and strategies

Ehren, 2006

The SLP and the CLC

Level 4

- Help the basic skills teachers understand the language basis of literacy (beyond phonemic awareness)
- provide short term language underpinning instruction for students struggling with specific areas of language.
- Identify students with significant language impairments.

Ehren, 2006 KUCRI

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Level 3						
	tensive Strategy Instruction					
	Goal: Mastery of specific learning strategies.					
	Primary tools: Learning Strategies Curriculum taught explicitly and intensively with the 8-stage instructional sequence; Strategic Tutoring done individually.					

The SLP and the CLC

Level 3

 Help the learning strategies teacher understand the language underpinnings of learning strategy acquisition and generalization

- Strategy steps
- Covert activity
- The instructional process
- •Coordinate underpinning intervention with strategy teaching.

hren, 2006

Level 2

Embedded Strategy Instruction

Goal: Use of strategies routinely across classes.

Primary tools: Learning Strategies Curriculum taught explicitly but with adaptations to the 8-stage instructional sequence.

The SLP and the CLC

Level 2

- Provide assistance to subject-area teachers regarding accommodations that may be necessary to assist students with Li to apply strategies.
- Identify language interference factors in mastering strategies.

Ehren, 2006

Level 1

Enhanced Content Instruction

Goal: Mastery of critical content for all regardless of literacy levels.

Primary tools: Content Enhancement Routines.

Ehren, 2006

The SLP and the CLC

Level 1

- Provide assistance to subject-area teachers regarding accommodations that may be necessary to assist students with LI to master content standards.
- Help teachers with line labels to express relationships in a variety of ways.
- Help students with using the language of connections (using CER visual devices).

Ehren, 2006 KUCRI

Ehren, 2005 KUCRL

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Synchronicity

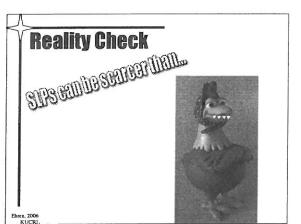
Working as a school



"If I didn't have my speech-language pathologist, the Content Literacy Continuum would fall apart."

> Vaneta McAlexander, Ce Academy Middle School Virginia

Ehren, 2006



Understanding System Obstacles



- Critical shortage of SLPs
- Allocation of resources to early grades and pre K
- "Aren't enough kids to serve."
 - SLPs are often encouraged to dismiss students with LI before middle school.
- "Language isn't an issue for secondary students most of them talk just fine."
- "Why do we need a "speech teacher" anyway?"

Understanding Individual Obstacles



- SLPs historically have been "speech teachers" and all do not yet understand or accept their roles with language, let alone literacy.
- SLPs experience frustration with traditional "pull-out" models in secondary schools.
- SLPs may not have knowledge about or experience with adolescents.

Ehren, 2006

Overcoming Obstacles-Talking Points

- Providing services to young children and adolescents is not an either/or situation.
 - NCLB includes all
 - IDEA requires services
- . AVP
- If a shortage of SLPs exists then a district has to decide how to allocate resources across the board, not single out a group for exclusion.
- It is likely that reconceptualization and reconfiguration of roles and workscope are needed.
 - ASHA "Workload" vs. "Caseload"

Ehren, 2006 KUCRL

Overcoming Obstacles-Talking Points

- There are students with language impairment at middle and high school. Problems tend to go "underground" and be ascribed to other causations:
 - Student is lazy.
 - Student is "slow."
 - Student just doesn't care.
 - Student is a behavior problem.
- Even for students whom we would not diagnose as LI, processing of difficult language can be a factor in academic success.
- Social discourse is not always predictive of academic language ability.
- Language sufficient for adolescent conversations is not sufficient for manipulating difficult content.

Ehren, 2005	KUCRL	16

Suggested Actions What if there is no SLP?

1. Meet with the lead SLP in the district.

- Identify the existing caseload at the school and ascertain how they are meeting legal requirements.
- Ask if they use contracted services in the district.
- Discuss the thinking of the district regarding the roles of the SLP with literacy and the level of service provided in secondary schools.

Suggested Actions What if there is no SLP?

2. Give readings.

3. Meet again.

- Discuss possible reconfiguration of
- Identify an SLP who may be interested in working at a CLC school.

Suggested Actions What if there is an SLP?

1. Meet with the SLP.

- Identify the existing caseload at the school, the type of services and frequency.
- Discuss the SLP's perception of his/her roles with language and literacy and the level of service provided at the school.

Ehren, 2005 **KUCRL**

Suggested Actions

What if there is an SLP?

- 2. Give readings.
- 3. Meet again.
 - Discuss initial goals for SLP services.
- 4. Be sure to include the SLP in CER and LS PD.
- 5. Include the SLP as a teacher leader.

Ehren, 2006

Initial Goals for the SLP #1

Serve the existing caseload without major changes for now.

- » Use the first semester/year to contemplate and recommend service delivery for Level 5.
- » To the extent possible, services this semester /year should be as collaborative as possible.

Ehren, 2006

KUCRL

Initial Goals for the SLP #2

Help others understand the new roles of the SLP and the importance of the SLP as a literacy partner. IThis is not a simple task. We are asking for a major culture shift. First steps should includel:

- Bedefine yourself as being a "FRONT AND CENTER"
 resource person in the school. Therefore be visible, he
 everywhere and talk with lots of people.
- Observe what happons in secondary classes to become familiar with opportunities and challenges.
- 3. Scout your "best bets" for future collaborative efforts. Gauge prospects.
- 4. Refer to yourself and ask others to refer to you as the LANGUAGE SPECIALIST, not the speech teacher.
- 5. Keep your principal informed of what you are doing,

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Ehren, 2005 KUCRL 18

Initial Goals for the SLP #3

Identify other students who struggle with literacy for language reasons.

- Start looking for students previously identified with LI who have been dismissed.
 - » Check their grades, high stakes test results and literacy assessment results.
- Look for students who are struggling academically where literacy is an issue.
 - » Talk with teachers about students, check their grades, high stakes test results and literacy assessment results.
 - » Do diagnostic teaching in classrooms to check out language underpinnings.

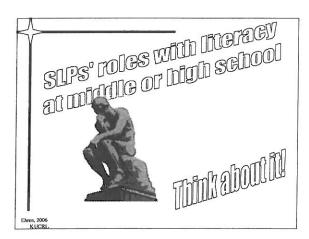
Ehren, 2006 KUCRL

Initial Goals for the SLP #4

Collaborate with teachers to

- 1. Make accommodations for students with LI
- Meet the language needs of all the students at the school.

I#1 can be done in connection with existing caseload students #2 is more long term re the expanding role of the SLP.1



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