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Language RTI & Common Core: Using a Universal Language Benchmarking Process

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Disclosures

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Thank you for attending! Please feel free to stop us at any point to ask questions or make comments.



New Partnership



Goals:

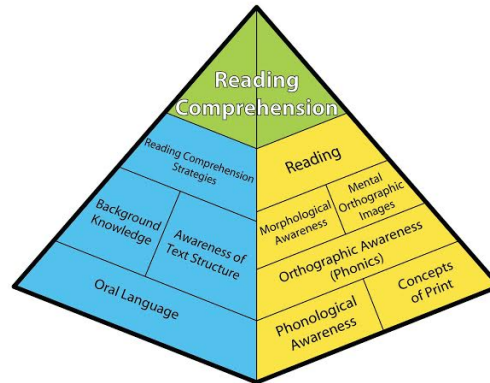
- Unite School-Based Practice with University Research
- Offer Many Free Speech, Language & Literacy Resources for SLPs
- Research use of Universal Language Benchmarking tools in Schools
- www.sl3lab.com

Agenda

- Overview of RTI Language Process
- Review of IDEA Legislation and ASHA support for RTI
- Common Core Based Intervention Ideas for Every Tier
- RTI and the SLP Schedule
- Kindergarten Language Benchmark Assessment(KLBA)
- Using the RTI Process to Differentiate ELL or SLI
- Using the Data from Universal Benchmarking

Common Early Literacy RTI Assessments

- ☐ Phoneme Awareness
- ☐ Letter Naming Fluency
- ☐ Nonsense Word Fluency
- ☐ Oral Reading Fluency



What are most schools failing to assess?
What's the outcome?

Language RTI using Universal Language Benchmarking

- 3x per year to follow the reading & math benchmarking schedule (e.g. AIMSweb)
- Create local norms
- Place students into quartiles to assess potential risk for specific language impairment
- Identify the mean rate of growth between benchmarking periods
- Use data to help guide movement between instructional tiers
- If the entire group is below in one or all areas, a change in Tier 1 instruction is warranted

Benefits of Universal Language Benchmarking

- Guide RTI decision making process
- Reduce over-identification of ELL and low income students as SLI
- Monitor IEP language goals using data
- Demonstrate language program effectiveness using mean rate of growth data
- Efficient allocation of SLP resources

Tier 1: Core Curriculum & Universal Screening

All students receive instruction from their literacy curriculum. Tier 1 language is supplemented with modeling and support from the speech language pathologist.



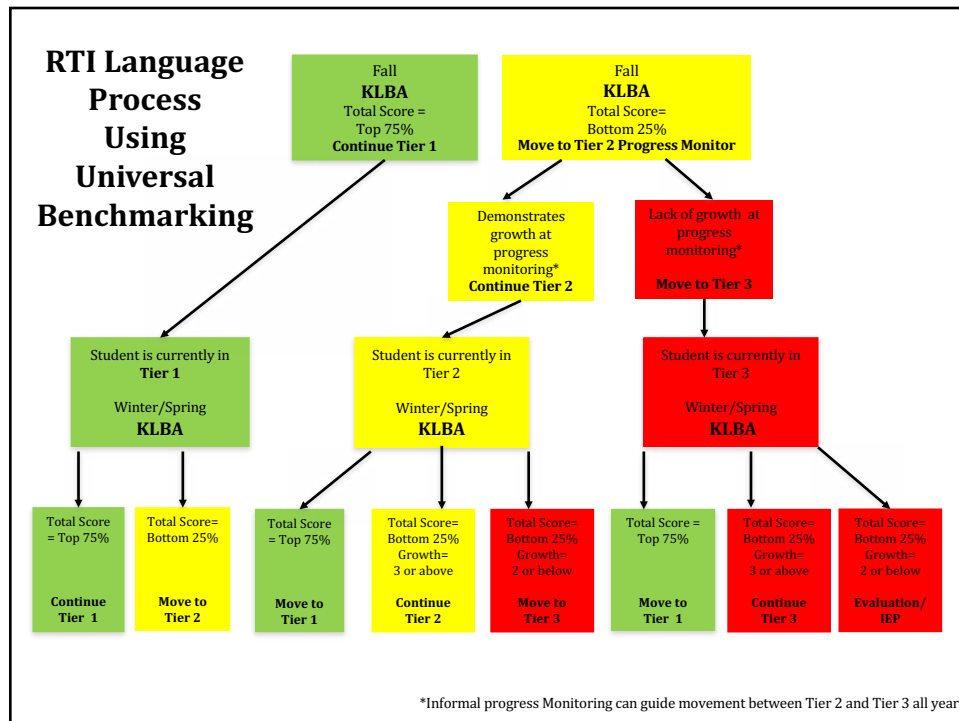
Tier 2: Small Group Direct Instruction & Bi-Weekly Progress Monitoring

Students requiring more support are identified through universal benchmarking. Tier 2 instruction is provided by general education teachers or classroom assistants using direct instruction programs (e.g. Language for Learning). These students are progress monitored bi-weekly.



Tier 3: Individualized Instruction & Progress Monitoring

Students who do not make adequate progress in Tier 2 receive instruction that is more intensive and specialized. Tier 3 language support is similar to speech therapy. Students are progress monitored through individualized goals.



IDEA (2004) Legislation Supports Language RTI in the Schools

- A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.8(c)(10). In addition, the criteria adopted by the State:
- Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);
- **Must permit the use of a process based on the child's response to scientific, research-based intervention; and**
- May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10)

Source: U.S. Department of Education, Office of Special Education Programs

Funding for Language RTI Services

As a school wide prevention approach, RTI includes changing instruction for struggling students to help them improve performance and achieve academic progress. To meet the needs of all students, the educational system must use its collective resources to intervene early and provide appropriate interventions and supports to prevent learning and behavioral problems from becoming larger issues. **To support these efforts, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04) allows up to 15% of special education funds to be used to provide early intervening services for students who are having academic or behavioral difficulties but who are not identified as having a disability.**

Note: Children with disabilities who are currently identified as needing special education and related services may not receive RTI services that are funded with IDEA funds used for early intervention service (EIS) pursuant to 34 CFR § 300.226. This is because EIS is “... for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.”

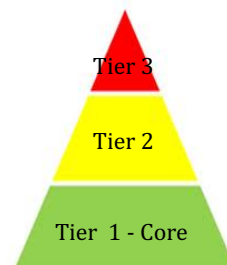
Source: U.S. Department of Education, Office of Special Education Programs

Tiers of Instruction

Tier One: Whole class group instruction for ALL students, considered part of the core

Tier Two: Small group instruction led by teachers and support staff with modeling from the SLP

Tier Three: Specialized small-group individualized instruction led by the SLP



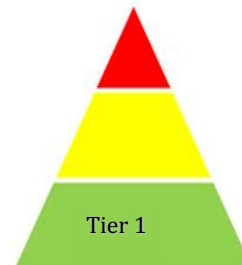
Students who respond well in groups “exit” back to regular instruction (Vaughn, Linan-Thompson & Hickman, 2003).

Tier One

Whole Class Strategy Instruction

- Teachers choose strategies from a menu
- 4 -6 week mini-lessons provided by SLP
- 30 MPW
- Teachers carry over strategies throughout the year
- Schedule during time children have S/L services.
- Pull children from multiple classrooms into general ed. room

<http://www.sl3lab.com/new-blog/minilessons>



Sample Teacher Menu

Goal	Rationale	Resources we will bring
Following Directions Repair Strategies	Are your students having trouble following directions? Children who struggle in class often don't have repair strategies when they don't understand a direction. We will practice strategies so that students can better help themselves in your class.	Following Directions Strategy Poster
Show and Tell Expressive Language	Do your students love bringing toys from home? Looking for a way to make show and tell educational? Make your show and tell into a language-building daily practice. During these mini-lessons, we will introduce 1 new language strategy per week & provide you materials to carry-out these lessons all year. By the end of the year, your students will be able to create long descriptions about their toys.	(Adapted) Expanding Expressions Toolkit Posters for your Room

Benefits of Changing Context of Tx

- Children with language and learning problems will have difficulty acquiring broad-based rules and modifying these rules once acquired, and they also will be more vulnerable to performance demands on speech production and comprehension (Kamhi, 1988).
- At the same time, changing the instructional contexts also enhances learning because the information becomes linked with a greater range of contextual cues and encoded in more than one way (R. Bjork, 2011). To enhance long-term learning and transfer to novel contexts, the conditions of instruction and practice should be varied.

Mini-Lesson Topics

Auditory Comprehension:

- Asking and Answering WH?
- Reading Comprehension Question Types

Following Directions:

- Location Prepositions
- Classroom Instruction Vocabulary
- Before & After
- Conjunctions and Transition Words
- Asking for Help

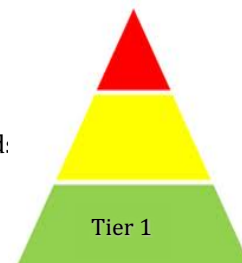
Categories:

- Expanding Expressions Toolkit*
- Language Based Show and Tell
- Compare and Contrast Text Structure Signal Word:

Narrative Language:

- Story Grammar Marker *
- Language for Problem Solving

*Requires Purchase



Auditory Comprehension Common Core Standards

Reading

CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

CC.K.R.L.3 Ks and Details: With prompting and support, identify characters, settings, and major events in a story.

CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

Speaking/Listening

CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Language

CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Auditory Comprehension Lesson: Asking and Answering WH?

Who?



Where?



When?



What...doing?



What?







Why?



Free at <http://www.sl3lab.com/mini-lessons>

Auditory Comprehension Reading Comprehension Questions

Type of Question	Question Examples	Strategies
In My Head 	In your opinion... How would you feel if...	Use your background knowledge
Right There 	Who, What, When, Where, How?	Re-read Scan Look for Key Words
Put it Together 	Summarize... What caused... How did... Find two examples... Retell... Compare/Contrast... What was the main idea? Why...	Identify Text Structure/Signal Words Sequence Cause-Effect Description Compare-Contrast Problem-Solution Re-read Scan Summarize
Good Guess 	Predict what will happen next... What could be another title for...	Re-read Predict Infer

Following Directions Common Core Standards

Speaking and Listening:

CCSS.ELA-Literacy.SL.K.3

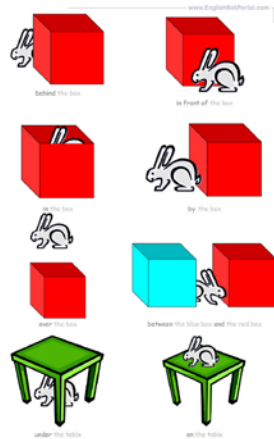
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language

CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

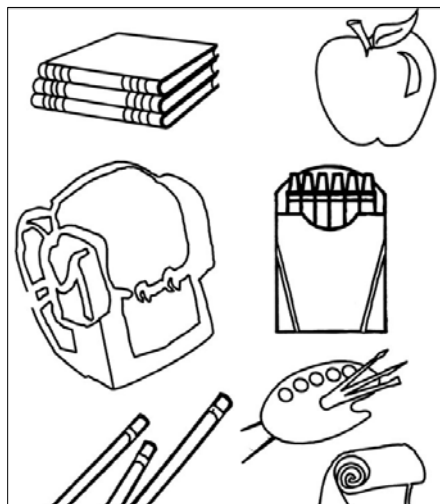
Following Directions Lesson: Prepositions of Location

Either use functional life pictures or information from the curriculum/books that children are using. This allows teachers to carry-over SLP-lead lessons later AND/OR to become more aware that their everyday instructions might be difficult for ELL students.



Free at <http://www.sl3lab.com/mini-lessons>

Following Directions Lesson: Classroom Instruction Vocabulary



What vocabulary do children need to be successful in class?

- School Supply Vocabulary
- Underline
- Circle
- Highlight
- Cut
- Paste
- Find page X
- Put your finger on
- Find the picture at the bottom/top/middle of the page

Free coloring page available at
<http://azcoloring.com/school-supplies-coloring-page>

Following Directions Lesson: Make it Receptive and Expressive



Free at <http://www.sl3lab.com/mini-lessons>

Following Directions Lesson: Confusing Time Conjunctions

- Before 2, 1
- 1 before 2
- After 1, 2
- 2 after 1

Following Directions Lesson: Conjunctions & Transition Words

Time	Cause/Effect	Condition	Contrast
after	because	if	although
before	so	while	even though
when	now that	as long as	though
as soon as	in order that	unless	even if
since	as if	provided that	whenever
until	whether		
once			
while			

- Which conjunctions do we use when speaking? Teach these first.
- For older students, teaching harder words will help them improve reading comprehension skills.

Following Directions Lesson Asking for Help Strategies

Strategies of Asking For Help
Start with: I need help
Be Specific: I need help with my work
Ask: Please repeat this: word, sentence, question again
Ask: Can you start a sentence for me?
Ask: Can you explain it to me?
If confused say: I don't know where to find the answer
Need to see it first - then ask: Can you show me?
If not sure - say: Can you give me a hint?
Having trouble then say: I am confused
Still having trouble then say: I don't understand
Have trouble focusing -say: I need a break!
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With Permission from Smart Speech Therapy

Available free from Smart Speech Therapy, LLC at:
<http://blog.asha.org/2013/10/01/a-tool-to-help-children-ask-for-help/>

Categories Common Core Standards

Speaking/Listening:

CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly

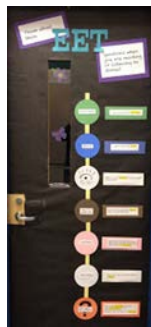
Language:

CC.K.L.5.a Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.

Categories

- Scaffolds for Vocabulary Development
- Compare/Contrast Language
- Expository Text Organization



www.expandingexpression.com

Categories Lesson: Expanding Vocabulary

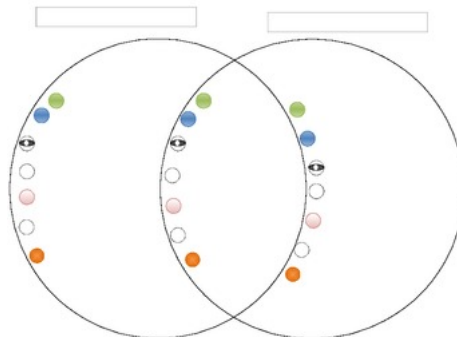
Language
Boosted
Show and Tell



Categories Lesson: Compare/Contrast Text Structure and Signal Words

Compare Words:

- As well as
- Also
- Alike
- Too
- Like
- Much as
- Similarly
- Similar too



Contrast Words:

- However
- But
- On the other hand
- While
- Although
- Different from
- Less than
- Though
- Yet
- Whereas

Graphic available from Anastasia Lucich on
Teacherspayteachers.com

Narrative Language Common Core Standards

Reading:

CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.

CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.

Writing:

CC.K-12.WR.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking/Listening:

CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Narrative Language

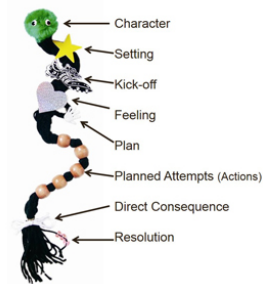
- Auditory and Reading Comprehension for Stories
- Language for Problem Solving/Emotion Vocabulary

Narrative Language Lesson: Auditory and Reading Comprehension



What is the Story Grammar Marker®?






A hands on, multisensory tool that has colorful, meaningful icons that represent the organizational structure of a story. The tool itself is a complete episode, the basic unit of a plot.



Product available at www.mindwingconcepts.com

Free training powerpoints at <http://mindwingconcepts.com/presentations.htm>

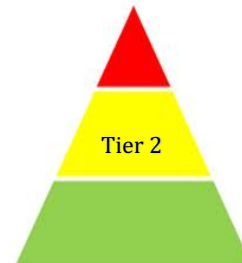
Narrative Language Lesson: Language for Problem Solving

	What is the problem?	
	Who is involved?	
	How does each person feel about the problem?	
	What does each person plan to do?	
	What else could they do?	

Free lesson plan available at: www.sl3lab.com/pragmatics

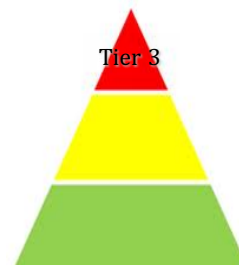
Tier Two

- Support staff or teacher provides small group instruction during intervention block
- SLP trains staff on **Language For Learning** Direct Instruction Program
- SLP delivers placement test for students and helps problem solve
- Progress Monitoring Tools Included



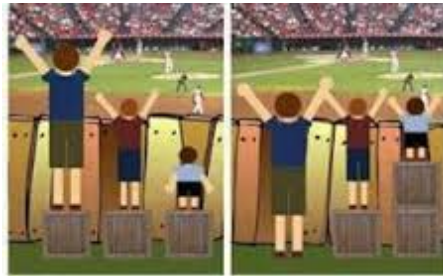
Tier Three

- Traditional speech therapy provided by speech language pathologist
- Specific goals created for individual child
- Progress monitored weekly
- Research based methods including all areas taught at Tier 1 and 2 in more intensive, small group setting



Questions and Discussion:

RTI Tiers of Instruction



Language RTI:

Ensuring everyone can
be part of the game

How Do I Fit This Into My Schedule?



- Reallocate Resources
- Workload vs. Caseload
- Shift Your Focus
- Write IEPs Differently

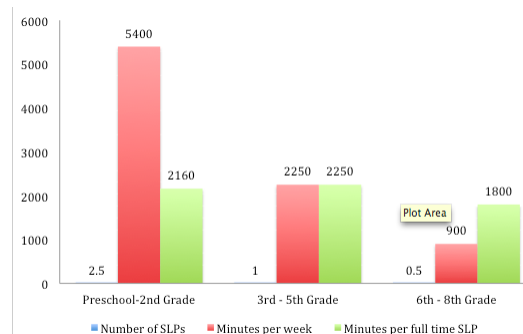
Work Smarter, Not Harder

“The point of RTI, however, is not to add more tasks but to reallocate time to better address prevention and early intervention, and in the long run serve more students up front rather than at the point of special education evaluation and service. Where RTI has been faithfully implemented, this seems to be the outcome. Some districts report reductions in special education referral and placement; even where placement rates have remained stable, staff nevertheless report a change in the way they spend their time. The reallocation of effort will hopefully lead to more effective interventions, both for students who remain in general education and those who ultimately qualify for more intensive services.”

Source: <http://www.asha.org/SLP/schools/prof-consult/NewRolesSLP/>

Focus SLP Resources in Early Grades

- As a department, create an excel sheet that lists all responsibilities, including but not limited to: Assessments (RTI and Evaluations), Service Delivery, Tier 2 Consultation
- Input minutes per week of each service provided
- Ideally, focus more RTI resources in earlier grades
- Allocate SLP resources by **overall workload needs, not by caseload numbers**
- Older grades focus on functional speech/language needs with academic impact



Re-Think Resources

Shifting resources towards younger students requires SLPs to re-think who needs to be served in the older grades. Some things to think about:

Auditory/Listening Comprehension vs. Reading Comprehension

•Students who have functional auditory and listening comprehension deficits should be on the SLP's caseload. Students who only break down when reading are being served by Special Education Teachers.

IEP vs. RTI for Articulation/Speech Sound Deficits

•Consider seeing students at Tier 3 for single sound or single process errors. IEPs are for students who are *significantly discrepant* and whose discrepancies have a *negative impact on educational performance* (social & academic). This eliminates a substantial amount of paperwork!

How to Find the Time to Complete Universal Benchmarking? Writing IEP Minutes Differently

By law, students must have minutes met on their IEP when school is in session, and SLPs need to make a “good faith” effort to make up minutes whenever they are missed.

Traditional Minutes: 60 mpw → little flexibility in service minutes

Suggested Change: 46 mpw + 8 mpw consult

- Sessions are still scheduled as 2 sessions per/week for 30 minutes.
- However, these minutes provide SLPs flexibility to take several days each quarter to devote to assessment without legally having to make up direct minutes, which is often very difficult. Good faith effort can still be made to provide a full 60mpw of service.
- Teacher discussions specifically about the student are consult minutes. Parent Contact (i.e. progress notes, emails, phone calls) also count towards consult minutes.

Universal Benchmark Solution: KLBA

- Auditory Comprehension: 2 test items (6 points)
- Following Directions: 5 test items (5 points)
- Categorization (Receptive and Expressive): 5 test items (10 points)
- Narrative Language: 1 test item (5 points)



KLBA Administration

Examiner qualifications: Any school staff with training on administration.

Student Age: The benchmark is appropriate for children currently enrolled in kindergarten (age 5-6).

Population: This benchmark is intended for use with both monolingual and bilingual speakers. The tool was specifically created to reduce the over-identification of English Language Learners by reducing expressive grammar requirements. The KLBA can also be used to create local norms.

Time to Administer: The benchmark takes **4-5 minutes** per student

Administration Materials:

- Each administrator requires one set of picture prompts.
- Each child will need a record form.



Year 1 Research Results

Preliminary data analysis indicates that the KLBA outcomes are moderately to highly correlated with the CELF-5 Screening ($r = .699$, $p < .01$; $n=114$). In addition, data from this pilot shows growth on individual subtests and total scores across all three time points, as represented in the table below.

2013-2014 Mean Scores	Comprehension (6)	Following Directions (5)	Categories (10)	Narrative (5)	Total Score (26)
Fall	3.66 (1.74)	3.20 (1.23)	6.32 (2.71)	2.94 (1.44)	16.10 (6.00)
Winter	4.44 (1.65)	3.78 (0.95)	7.62 (2.02)	3.31 (1.38)	19.15 (4.52)
Spring	5.04 (1.36)	4.23 (0.81)	8.40 (1.52)	3.46 (1.24)	21.14 (3.63)

Why choose the KLBA over the CELF-5 for RTI?

The purpose of the CELF-5 Screener is to determine need for further assessment. The pass/fail scoring system makes it difficult to assess change over time as the items quickly become more difficult.

Furthermore, our preliminary analysis indicates that 41% of our linguistically diverse students failed the CELF-5 Screener.

Ongoing Research Objectives

- Expand normative sample on KLBA to 500-1000 children
- Preliminary data collection on Pre-Kindergarten Language Benchmark Assessment (Pre-KLBA)
- Create online data entry system through Eastern Illinois University
- Create online access to KLBA and Pre-KLBA for Free to Partner Schools who participate in data collection (Sign up to SL3 Blog for Updates)



Auditory Comprehension

Why assess this area?

- Mastery of later developing syntactic forms such as wh-questions are especially problematic for children with ELL and SLI.
- Half of children with language impairments meet the criteria for a reading disability in second grade (52.9%) and in fourth grade (48.1%) (Catts, Fey, Tomblin, & Zhang, 2002; Docrell, Lindsay & Connelly, 2009; Kelso, Fletcher, & Lee, 2007).
- Listening comprehension in second grade is a component of predicting reading comprehension in ELL students (Geva & Farnia, 2012).
- The association between language comprehension at 54 months and reading comprehension in fifth grade is large and statistically significant (Justice, Mashburn, & Petscher, 2011).

Expected Skills:

Pre-K: Can answer “who”, “where”, “what doing”, “how many” questions

Kindergarten: Can answer “why” questions
(McLaughlin, 1998)



Following Directions

Why assess this area?

Functional life skill with direct impact on classroom performance

Expected Skills:

Pre-K: Can follow one step directions with simple basic concepts (on top, under, next to) and simple two step directions (first...then)

Kindergarten: Can follow two step directions with higher level concepts (between)

(American Speech-Language-Hearing Association, The Child Development Institute)



Receptive and Expressive Categories

Why assess this area?

- Semantic development in children is dependent on their ability to classify objects as the same in some way (deVilliers & deVilliers, 1978).
- Insights into categorization help teachers understand children's cognitions, as well as other mental functions such as memory and language (Mareschal, Powell & Volein, 2003).
- The organization of words into a semantic system in pre-K strongly affects listening comprehension in later grades (Florit, Roch, Levorato, 2014).

Expected Skills:

Pre-K: High Contrast Words (e.g. hat, boots, bird)

Kindergarten: Lower Contrast Words (e.g. fish, shark, dog)
(Bornstein & Arterberry, 1998)



Narrative Language

Why assess this area?

- Narrative language is a window into children's comprehension and language abilities (Allen, Ukrainetz & Carswell, 2012).
- Eliciting narrative language also appears to be one of the most authentic contexts to obtain a language sample (Justice, et. al, 2010).

Expected Skills

Pre-K: Narrative stories include character, setting (where/when), and problem (what happened?)

Kindergarten: Narrative stories include character, setting (where/when), problem (what happened?), character reaction to problem, and conclusion



ELL or SLI?

“Children from bilingual backgrounds are sometimes over-identified with (specific) language impairment (SLI) because educators do not have appropriate developmental expectations. At other times, bilingual children are under-identified because educators wait to identify difficulties while children learn the second language (Bedore, 2008).”

Language Impairment in the Schools

“A language impairment is present when a child has an unusual difficulty learning language and their language performance is deemed inadequate in a **functional, academic context** (IDEA, PL 108-446, 2004)”

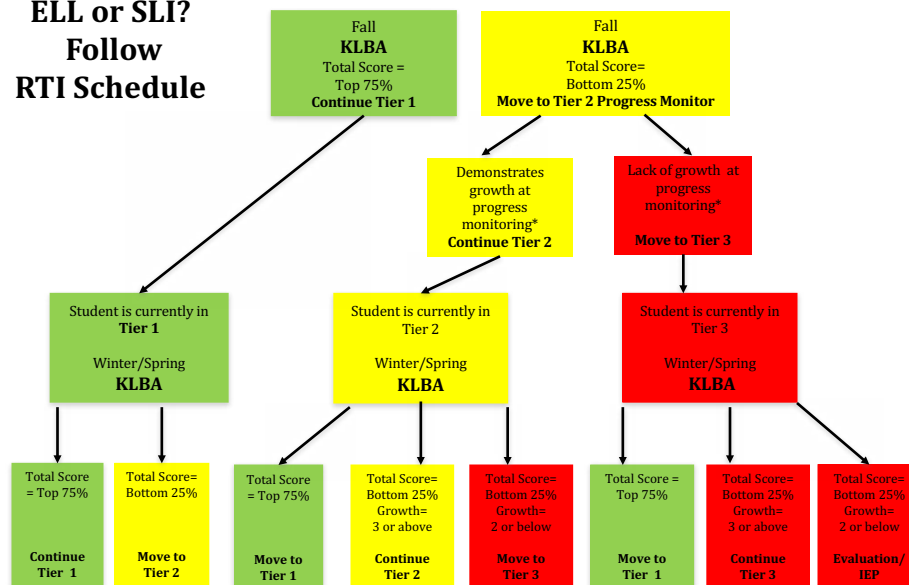
This functional, academic approach to identifying children with language difficulty in schools can be extended to children who, for whatever reason, demonstrate language skills that are below expectations (i.e., not functioning as expected in an academic setting).” (Petersen, 2014)

ASHA Position Statement on Bilingual Assessment

“Early intervening services are used to determine which children have intrinsic learning problems that cannot be explained on the basis of lack of experience with the tasks. **Response to intervention (RTI)** and **dynamic assessment (DA)** are early intervening approaches that can be used to decrease unnecessary referral to special education by determining if speech and language patterns are the result of a normal phenomenon of dual language acquisition or are the result of a communication disorder. Both approaches are highly focused on the intended outcomes, the individual's needs, and the data resulting from reliable screening measures (Hosp, n.d.).”

<http://www.asha.org/Practice-Portal/Professional-Issues/Bilingual-Service-Delivery/>

ELL or SLI? Follow RTI Schedule

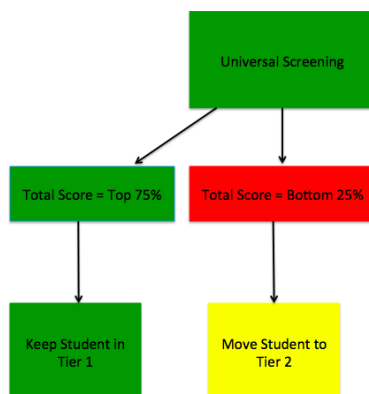


*Informal progress Monitoring can guide movement between Tier 2 and Tier 3 all year

Problem Identification

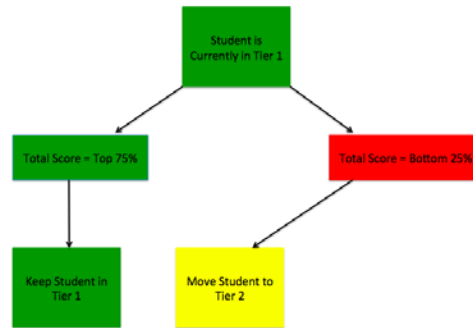
Are bilingual students learning at the same rate or greater than their peers?

Fall



- SLP determines which students score in the bottom 25% compared to their peers.
- These students receive Tier 2 Language Intervention immediately from a classroom teacher or aide.
- We can not yet differentiate SLI from ELL.

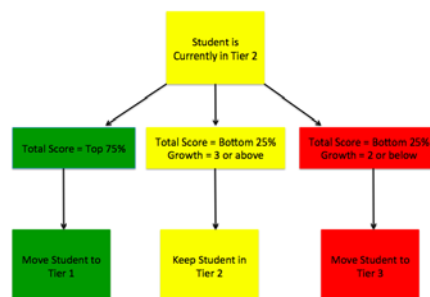
Winter/Spring



- Important to benchmark ALL students in order to calculate mean rate of growth.
- If a student scores in the top 75% compared to peers in the winter, then the student remains at Tier 1.
- If a student does not make enough language progress to remain in the top 75%, then this student moves to a Tier 2 language group. The student's language is not growing at a pace commensurate with peers, so extra language support is warranted.

Winter/Spring

For students currently receiving Tier 2 language intervention, there are three options:



- If the student now falls into the top 75%, then the student exits from Tier 2 intervention. Tier 2 instruction has helped close the language gap.
- If the student is making adequate language growth on the KLBA, the student remains in Tier 2 intervention. Tier 2 support is helping to improve this child's language skills.
- If the student is making less than average growth with Tier 2 support, then the student receives Tier 3 support from the SLP.

Evaluation

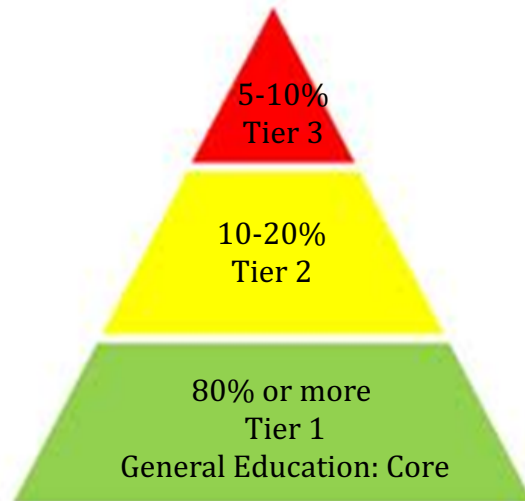
- A full evaluation to formalize Tier 3 services into an IEP can be opened at any point, as deemed necessary by the team.
- *When it is feasible*, the evaluation does have to be a bilingual evaluation.
- With the universal benchmark data, schools already know the student isn't making progress with both ELL services and direct instruction.
- A bilingual evaluation will provide information about a student's home language proficiency, but it will not tell teams what the student needs to learn in English.

IDEA Requirements for Bilingual Evaluation

- Assessment and other evaluation materials should not be racially or culturally discriminatory
- Assessment and other evaluation materials are to be provided in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, **unless it is clearly not feasible to do so**
- The form in which **evaluation materials are administered may vary from standard testing procedures when necessary** in order to appropriately evaluate a student
- A child must not be determined to have a disability if the determinant factor is lack of appropriate instruction in reading or math or limited English proficiency
- Parents are entitled to an interpreter at the individualized education program (IEP) meeting if needed to ensure that the parents understand the proceedings
- When an IEP is developed for a child with limited English proficiency, the language needs of the child must be considered

Source: ASHA Position Statement on Service Delivery for Bilingual Clients

Questions and Discussion



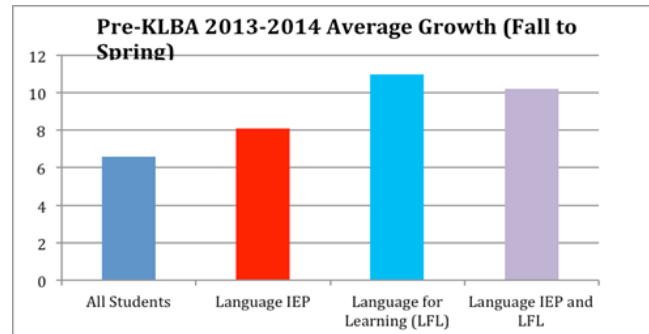
Using Universal Benchmark Data

Language Benchmarking Data Can Serve Many Purposes



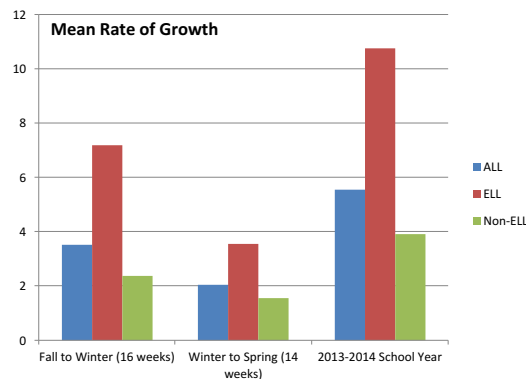
Demonstrate Language Growth of Specific Groups

By looking at the average rate of language growth from fall to spring, schools can demonstrate that various sub-groups of students are improving their language skills over the course of one year.

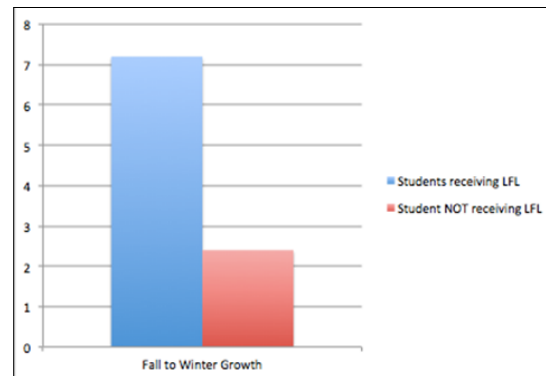


Average Growth Rate on Language Benchmark

Students identified as ELL consistently had lower scores than their non-ELL counterparts. However, these students made more growth, closing the language gap over the course of the year.



Demonstrate How Language Interventions Make a Difference for ELL Students



Write SMART IEP Goals



A variety of language IEP goals can be written to correlate with universal benchmarks.

By time X, given (these materials/this setting), student will do (this measurable activity) on X/X number of trials (or with X% accuracy) given (this kind of) cues.

SMART IEP Goal Template

Language Hierarchy				
Materials/Setting	Targeted Skill	Location	Level of Verbal Support Provided	Other Prompts Provided
Under what conditions will the student perform this skill?	What measurable action does the student have to perform?	Where will data be collected on the goal?		
Given a non-preferred activity	Receptive: Will follow 1 step directions	In a small group	Given an immediate model (i.e. I say, you repeat)	Visual Supports (e.g. graphic organizers, pictures in a story, pointing to remind you where to look, written reminders)
Given a story read aloud	Will answer literal comprehension questions		Given a delayed model (I give you many examples, then ask you to do on your own later.)	
In structured conversation	Expressive: Will formulate a narrative story using character, setting, problem, and solution	In the classroom		Hand-over Hand assistance (i.e. I take your hand and do it with you)
Given two pictured items	Will formulate compound sentences Will identify one similarity and one difference		Given no cues.	Physical Model (i.e. I show you what to do).

Available at: <http://www.sl3lab.com/smart-goals>

SMART IEP Goal Samples Based on Mini-Lesson Topics

Auditory Comprehension:

By the next annual review date, the student will increase expressive language as measured by answering 4/6 prediction and cause-effect questions after listening to a short story with picture supports.

Following Directions:

By the next annual review date, the student will increase receptive language as measured by following 4/5 two step directions in the classroom setting.

Categorization:

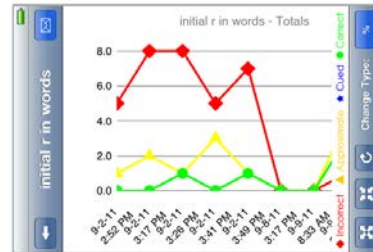
By the next annual review, the student will receptively identify 2 items that go together best from a choice of three on 4/5 trials.

By the next annual review date, the student will expressively state 1 comparison between two items including category, function, location, and attribute on 4/5 trials.

Narrative Language:

By the next annual review, the student will describe a personal narrative including 4/5 story grammar components (character, setting (where/when), problem (what happened), emotion(feeling?), result (what happened as a result?).

Keep the Data



Super Duper Data Tracker App

More Goal Graphing Ideas: <http://www.sl3lab.com/smart-goals>

Answering and Asking Questions: Data Collection

Answering Questions in-Class: Data Collection Tool

Child's Name: _____
Grade: _____ Teacher: _____

Directions: When the child answers question in class keep track of whether the student answers the question correctly. Note the setting of the question. IF the answer is incorrect, note the error type. Use the error type key as a guide.

Date:	Setting of the ? List subject or topic of classroom discussion	? answered	If no, please circle the type of error:
		+ 0	No response Format problem Completely off-topic response Wrong Answer

Available free at <http://www.sl3lab.com/question-mini-lessons>

Following Directions Data Collection

Data Collection: Will Follow Directions in the Classroom

Please put a + if student follows a direction with the rest of the class and a 0 if student does not. If the student did not follow direction, but asked for help, circle "yes" on ask for help. Do not record this as a "prompt."

If student does not follow directions and does not ask for help, please put tally marks to represent how many prompts are needed to be successful (i.e. repeating the directions, showing what to do, helping get out materials)

Student follows direction with the class	If student received 0, did he/she ask for help?	If 0, number of prompts need to follow directions	Time	Activity (i.e. getting ready for lunch, getting out math, writing work)
+ 0	Y N			
+ 0	Y N			

Available free at
<http://www.sl3lab.com/classroom-therapy-data-collection>

Analysis (Completed by SLP later):

A: Total # of directions given: _____
 B: Total # of directions followed with just instruction: _____
 C: Total # of directions followed with one prompt: _____
 D: Total # of directions followed that need 2 or more prompts: _____
 E: Total number of times student did not follow directions with class _____
 F: Total number of times student asked for help: _____

% Directions followed with class B/A= _____
 % Directions followed with one or less prompt: B+C/A= _____
 % Directions that require more than 2 prompts: D/A= _____
 % of times students asked for help as needed: E/F= _____

Narrative Language Data Collection

Date			
Who are the characters in the story?	+ 0	+ 0	+ 0
What is setting of the story (where/when did it take place)?	+ 0	+ 0	+ 0
What is the problem in the story?	+ 0	+ 0	+ 0
How did the characters feel about the problem? (A feeling word must be used)	+ 0	+ 0	+ 0
What was the result of the problem?	+ 0	+ 0	+ 0
Does the student use transition words in the story?	+ 0	+ 0	+ 0

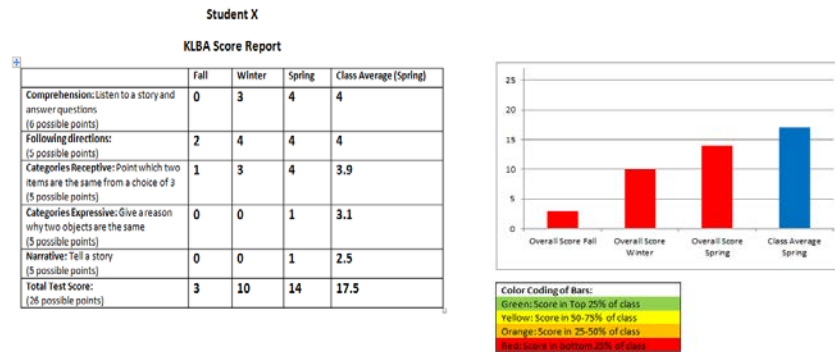
Student will make up a narrative story that includes X...

- When given a personal story prompt
- When asked to Make up a Story
- When asked to retell a narrative story

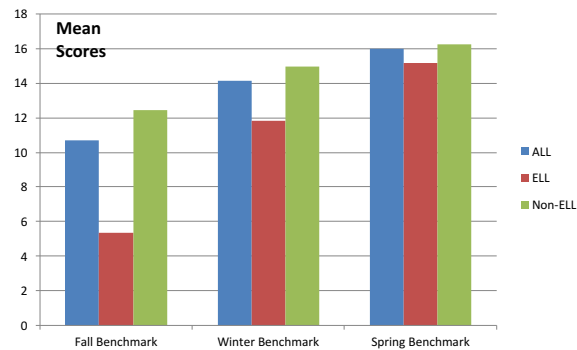
<http://www.sl3lab.com/narrative-language-assessment>

Date: _____ Prompt Used: _____

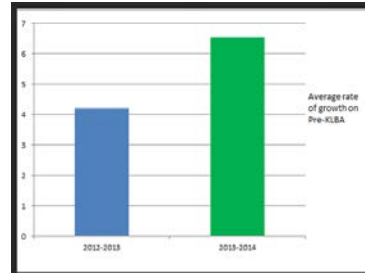
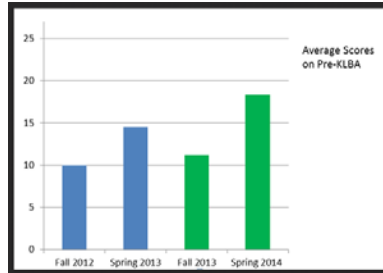
Universal Benchmark Data Can Become the IEP Graph Too!



Share Universal Benchmarking Information with Stakeholders to Show that All Students are Learning



Use Data to Evaluate Language Programmatic Changes

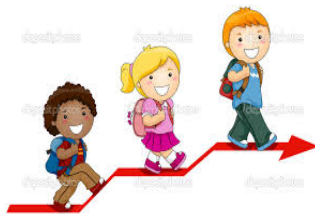


Equitably Allocate SLP Resources

Data-based decision making helps allocate SLP resources to the neediest students, while other RTI services ensure that all students grow in their language skills.

- 87% of kindergarten students are having their language needs met by the core curriculum taught in their classroom
- 8% of students received Tier 2 Instruction
- 5% received Tier 3 instruction

Questions and Discussion



Language Benchmarking provides the data to show everyone that what SLPs do works.

SLPs change reading trajectories!

More Resources

Pinterest

www.pinterest.com/jenpreschern

Speech Language Literacy Lab has many free assessment tools
www.sl3lab.com



Facebook

www.facebook.com/sl3lab

Twitter

www.twitter.com/sl3lab



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