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## Supporting Children of Poverty: Special Considerations for the School-Based SLP

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## Supporting Children of Poverty: Special Considerations for the School-Based SLP

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## Disclosures

Financial –

Author, *Simply Social At School* (Super Duper Publications)

Author, TeachersPayTeachers

Presenter, receiving an honorarium

Non-Financial – None

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## Learning Outcomes

After this course, participants will be able to:

- Explain how poverty can negatively impact language learning and academic success.
- Identify 3-5 considerations that are important to share with school teams related to the impact of poverty on academic success.
- List at least five ways to improve students' depth of vocabulary knowledge.

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If children come to us from strong,  
healthy, functioning families,  
it makes our job easier.

If they do not come to us from strong,  
healthy, functioning families,  
it makes our job more important.

-Barbara Colorose

continued

## Academic Impacts of Poverty

- Poverty is one of the strongest predictors of reading achievement. For the United States as a whole, 27% of 4<sup>th</sup> grade students scored below basic on the NAEP assessment; however, for children falling below the poverty level, the percentage was 34.6% (NAEP, 2005)
- About 16% of children who are not reading proficiently by the end of third grade do not graduate from high school on time, a rate four times greater than for proficient readers. For those children who were poor for at least a year and were not reading proficiently, the proportion failing rose to 26%. For children who were poor, lived in neighborhoods of concentrated poverty and not reading proficiently, the proportion jumped to 35% (Hernandez, 2012)

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## Why Does Poverty Affect Reading?

- Oral language lays the foundation for written language.
- Children who begin elementary school with deficits in their **vocabulary** knowledge are at risk for reading failure and academic underachievement (Catts, Adolf & Weismer, 2006; Marzano, 2003; Nagy, 2005).
- ... students from low SES backgrounds are more likely to arrive at school having heard far fewer words, and **therefore having fewer words in this phonological lexicon**. Couple this with the fact that exposure to words in the preschool years also promotes phonological awareness (Burgess, Hecht & Lonigan, 2002; Metsala, 2011), assuming no genetically based phonological-core deficit, and the reasons for the **reading gap** between low SES and high SES students come into sharper focus (Kilpatrick, 2015).

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## Let's Try It...

(from Closing the Vocabulary Gap by Alex Quigley)

\_\_\_\_\_ is marking a \_\_\_\_\_ on a measuring \_\_\_\_\_.  
 This involves \_\_\_\_\_ the relationship between \_\_\_\_\_  
 of a measuring \_\_\_\_\_ and \_\_\_\_\_ or \_\_\_\_\_  
 \_\_\_\_\_, which must be \_\_\_\_\_. For example,  
 placing a \_\_\_\_\_ in melting ice to see whether it reads  
 zero, to check it has been \_\_\_\_\_ correctly.

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## How About Now?

\_\_\_\_\_ is marking a scale on a measuring instrument. This involves establishing the relationship between indications of a measuring instrument and standard or reference values, which must be applied. For example, placing a thermometer in melting ice to see whether it reads zero, to check it has been \_\_\_\_\_ correctly.

*\*A person needs to know about 95% of the words. The other 5 percent of word meanings can then be inferred from context.*

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## What This Looks Like Over Time

- In 1990 - Chall found that low-income students in 2<sup>nd</sup> and 3<sup>rd</sup> grade tended to score around average in national reading tests, but in 4<sup>th</sup> grade they began to drop and continued to drop as they progressed to higher grades BECAUSE... tests in earlier grades focused on decoding NOT vocabulary knowledge.
- High performing 1<sup>st</sup> graders, know TWICE as many words as low SS students. This only gets MAGNIFIED as they progress through the grades... why, because of the growth of vocabulary that COMES from reading text/reading comprehension.
- Children of poverty start school with significantly less word knowledge than same age peers. The difference is as much as a 35,000 word gap that gets magnified each year, resulting in high-performing 12th grade students knowing about four times as many words as the low performing 12th graders (Hart & Risley, 1995).

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## The Matthew Effect

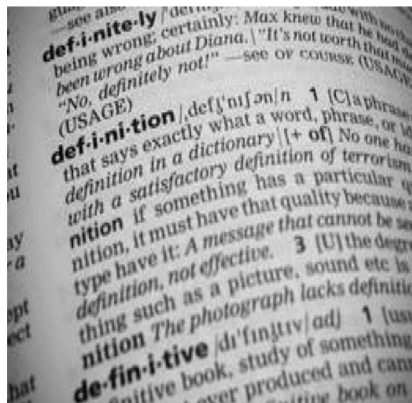
- We can't teach Low SES/Low Language Environment students the same way as other students...

Grade	Average Student (2.4 root words per day)	Bottom 25% (1.6 root words per day)
End of Pre-K	3,440	2,440
End of K	4,300	3,016
End of 1 <sup>st</sup>	5,160	3,592
End of 2 <sup>nd</sup>	6,020	4,168

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## On NOT Using the Dictionary to Teach Vocabulary



- There is no research that exists that indicates a positive effect from looking up words in a traditional dictionary.
- A dictionary definition does is not the same thing as knowing a word.

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## Low SES and Trauma

- How trauma affects the skills needed for academic success
  - Organization
  - Memory
  - Ability to produce work
  - Engagement in learning
  - Self regulation
  - Emotional regulation
  - Attention to task
  - Task perseverance
  - Getting information into long term memory
  - Impact on play skills that impacts problem solving
  - Understanding cause-effect relationships
  - Perspective taking and empathy

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Interprofessional practice occurs when multiple service providers from different professional backgrounds provide comprehensive healthcare or educational services by working with individuals and their families, caregivers, and communities- to deliver the highest quality of care across settings. (ASHA)



Share with educators...

- The impact of vocabulary on comprehension
- The impact of vocabulary on decoding
- The impact of vocabulary on spelling and writing

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## Share with caregivers...

- Dr. Dana Suskind's...
  - Tune In, Talk More, Take Turns, Turn Off
- Screen time dangers
- Reading at home...

A child who reads 20 minutes a day will hear 1,800,000 words per year. They will have read for 851 hours by 6<sup>th</sup> grade and on standardized tests, they will likely score better than 90% of their peers.

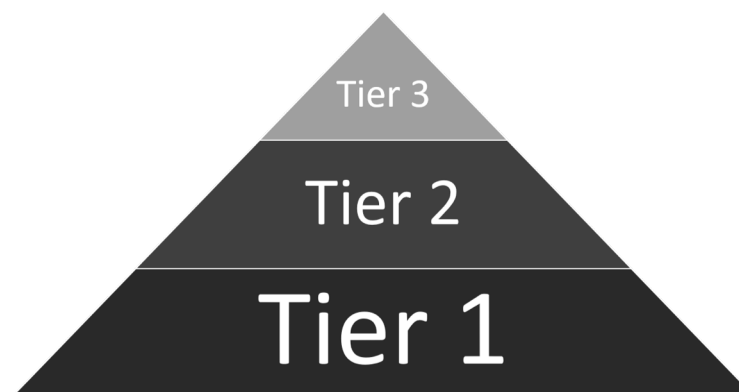
A child who reads 5 minutes a day will have heard 282,000 words per year and score better than 50% of their peers.

A child who reads for 1 minute a day will have heard 8,000 words and score better than only 10% of their peers.

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## Three Tiers of Vocabulary (Beck, McCowen, & Kucan, 2002)



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## Four Types of Vocabulary (Montgomery, 2007)



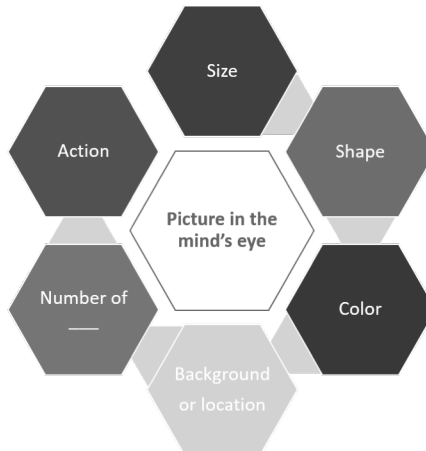
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## Semantic Features

- Category
- Function or Action
- Properties/Characteristics
- Location
- Features/Constituent Parts
- Association/connection to background knowledge

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## Visual Imagery



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## Frayer Model (Frayer, 1969; Buehl, 2001)



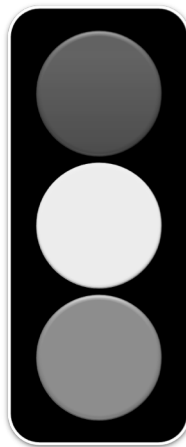
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## Word Chart

Word	#syllables	#sounds	#letters	#morphemes	meaning
thoughts	1	4	8	2	To have several ideas or opinions
reprinted	3	9	9	3	To have written or printed something again or in a different way

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## Whoa, Slow and Go Words

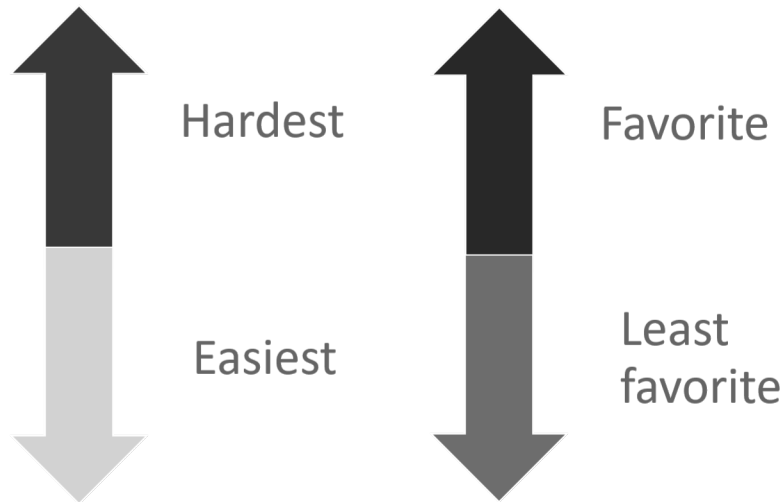


- Whoa! I don't think I've heard that word before!
- Slow down – I think I have heard it, what does it mean? Does it make sense here?
- Go – I know you! You mean \_\_\_\_\_.

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## Word Sorts



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## Language of the Standards

- To REVISE is to make sure it sounds right and make changes.
- PUNCTUATION MARKS are periods, question marks, and exclamation points.
- PERIODS go after telling sentences.
- QUESTION MARKS go after asking sentences.
- A SENTENCE is complete thought.
- CAPITALIZATION is the use of uppercase letters for the first word in a sentence, special names and the word I.
- To PRINT LEGIBLY is to write neatly for others to read.
- COMPLETE SENTENCES are complete thoughts using nouns and verbs.
- MEDIAL SOUNDS are the sounds in the middle of a word.
- PREWRITING STRATEGIES are making lists, charts, or brainstorming.
- WORD FAMILIES are words that are built from the same basic word.
- BASE WORDS are words before you add an ending.

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## Also...

- Reading books aloud
- Etymology (word origins)
- Figurative language
- Teaching Greek and Latin Roots
- Pre-teaching vocabulary BEFORE reading (great accommodation to put on IEP)
- Conversation starters with Tier 2 vocabulary (TPT, Speech Time Fun)
- Synonyms/Antonyms
- Compare/Contrast

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