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Journey from Preschool to Elementary School: Language and Literacy Toolkit for SLPs

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Literacy Intervention From Preschool to Elementary: A Practical Toolkit for SLPs

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Speech-Language Pathology Program

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Learning Outcomes

After this course, participants will be able to:

- Describe the nature of reading
- Discuss the SLPs role with regard to literacy
- Implement new treatment ideas for preschool and elementary literacy issues

The SLPs Role in Literacy

- SLPs play **a critical and direct role** in the development of literacy for children and adolescents with communication disorders - including those with severe or multiple disabilities.

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents*[Position Statement]. Available from www.asha.org/policy.

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The SLPs Role in Literacy

- The connections between spoken and written language are well established:
  - spoken language provides the foundation for the development of reading and writing;
  - spoken and written language have a reciprocal relationship,
  - children with spoken language problems frequently have difficulty learning to read and write
  - instruction in spoken language can result in growth in written language, and instruction in written language can result in growth in spoken language.

American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents*[Position Statement]. Available from www.asha.org/policy.
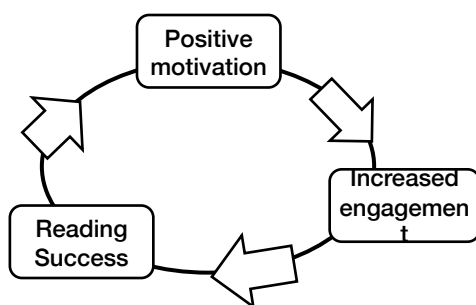
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Engagement: the key to success

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Motivation vs Engagement

- What is engagement?

- What is motivation?

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Motivation vs Engagement

- **Motivation**: the will to begin
  - A mindset
- **Engagement**: Merger of motivation and thoughtfulness
  - Mastery oriented
  - Gain pleasure from reading
  - Confident in reading

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The Matthew Effect

Positive motivation → Increased engagement → Reading Success → (cycle)

Afflerbach, P., & Harrison, C. (2017). What Is Engagement, How Is It Different From Motivation, and How Can I Promote It? *Journal of Adolescent & Adult Literacy,61*(2), 217-220.

Conditions for engagement

- Prominent knowledge goals
- Real world connections to reading
- Meaningful choices about what, when and how to read
- Interesting texts that are familiar, vivid, important, and relevant

Afflerbach, P., & Harrison, C. (2017). What Is Engagement, How Is It Different From Motivation, and How Can I Promote It? *Journal of Adolescent & Adult Literacy,61*(2), 217-220.

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Motivation and Engagement

- Linked to other aspects of literacy development
- Both scaffold cognitive growth:
  - Use of strategies
  - Increase self-efficacy - the belief in one's ability to be successful in specific situations
  - Increases meta-cognitive ability: the ability to understand WHY they are (or aren't)motivated and successful

Afflerbach, P., & Harrison, C. (2017). What Is Engagement, How Is It Different From Motivation, and How Can I Promote It? *Journal of Adolescent & Adult Literacy,61*(2), 217-220.

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Collaboration

- Engage in reminiscing,
- Provide plenty of contextualizing comments
- Model how a competent adult reads a book
- Key to creating the kind of social interaction needed to boost motivation to read.

Whited, J. (2015). An investigation into struggling learners' motivation to read. (Unpublished doctoral dissertation). University of Louisiana at Lafayette, Lafayette Louisiana.

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Avoidance Behaviors

- Shadowing or Repeating
- Long pause or delay
- Sound Effects
- Related comment or question
- Unrelated comment or question

Whited, J. (2015). An investigation into struggling learners' motivation to read. (Unpublished doctoral dissertation). University of Louisiana at Lafayette, Lafayette Louisiana.

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Avoidance Behaviors

- Are meaningful and should be accepted as purposeful
- Engage in any kind of interaction <u>related to the book or aimed at the clinician</u>, is a sign of minimal, yet still present, motivation.
- A small flame to be fanned.
- Should be encouraged, rather than interpreted as problematic.

Whited, J. (2015). An investigation into struggling learners' motivation to read. (Unpublished doctoral dissertation). University of Louisiana at Lafayette, Lafayette Louisiana.

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What the SLP can do

- Motivation to Read Profile (Malloy, et al., 2014)

Preschool Literacy

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Early Warning Signs

- 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.

Roth, F. P., Paul, D. R., & Pierotti, A.M. (2006). Let's Talk: For People With Special Communication Needs. Retrieved February 19, 2019, from https://www.asha.org/public/speech/emergent-literacy.htm

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Theoretical Perspective

- "Play creates the zone of proximal development. In play, the child is always behaving beyond his age, above his usual everyday behavior; in play he is, as it were, a head above himself. […] It is as if the child tries to jump above his usual level."
  – Lev Vygotsky

Bruner, J. S., Jolly, A., & Sylva, K. (1976). *Play - its role in development and evolution.* New York: Basic Books.

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Theoretical Perspective

- For preschool and kindergarten child, make-believe play creates the zone of proximal development
- Children learn to read and write ONLY if these activities become meaningful for them – as meaningful as play.

Bruner, J. S., Jo1976). *Play - its role in development and evolution.* New Yorklly, A., & Sylva, K. (: Basic Books.

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Theoretical Perspective

- Literacy cannot be reduced to memorization of letter names
- Early lit instruction cannot be disentangled from the dev of mental processes
- Less value placed on dev of acquisition of any one content-specific skill.

Bruner, J. S., Jolly, A., & Sylva, K. (1976). *Play - its role in development and evolution.* New York: Basic Books.

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Emergent Literacy

- Consists of the skills, knowledge and attitudes that are presumed to be developmental precursors to conventional forms of reading and writing (Sulzby, 1989).

Sulzby, E. (1985). Children's Emergent Reading of Favorite Storybooks: A Developmental Study. *Reading Research Quarterly*, 20(4), 458-481.

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Learning Language and Emergent Literacy Opportunities

- Adult behavior

  - Adult reads narrative text using oral language

  - Adult addresses illustrations

- Learning opportunity

  - Child hears translation of written language.

  - Child practices comprehension skill and connects oral events in story to pictures.

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

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Learning Language and Emergent Literacy Opportunities

- Adult behavior
  - Adult addresses sounds

  - Adult addresses story content

  - Adult converses with child

- Learning Opportunity
  - Child associates oral language with written language and learn how print is organized

  - Child practices comprehension skills

  - Child practices language comp and expression

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

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Quality of shared reading

- Hart & Risley (1995) found that the number and variety of words that young children heard at home influence both size and variety of vocabularies

- One measure of quality is adult responsiveness

- A responsive adult:
  § Gauges a child interest and comfort with pace of reading
  § Recognizes words and concepts that are novel to the child
  § Responds to and builds on his or her communicative attempts

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

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Adult Responsiveness

- Child oriented behavior:
  - § Follow child's pace, lead and topic
  - § Comment on child's object of attention
  - § Pause to allow child to initiate
- Interaction promoting behavior
  - § Should engage convo
  - § Open-ended questions rather than closed-ended
- Language modeling
  - § Models more advanced forms
  - § Label and extend

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

Reading Strategies to share with parents

- Have fun – don't be directive
- Follow the child's lead – children will attend longer
- Repeat children's utterances – helps parent to focus on child's object of attention
- Extend child's utterances: Child says: Fish, Adult says: Yes, this is a blue fish
- Balance questions and comments

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Reading Strategies to share with parents

- Pause to let the child respond.
- Share the book – let child set pace, turn pages, predict what might happen
- Talk about print
- Elaborate on new words.
- Choose interesting books.
- Read the same books over and over.

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Case study: Early literacy

- Micah, 3 years, 7 months
- Delayed language and articulation – 1.5 age equivalency
- During play assessment, it was determined that he seemed adverse to touching books at all.

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Case study: Goals

- The client will demonstrate 25 early literacy skills per session
  - Book handling behaviors: turning pages, orienting appropriately
  - Looking and recognizing: laughter, vocalizations
  - Print awareness: running finger along printed words
  - Overall: ENGAGEMENT
- Therapy included reading aloud to the client and then allowing the client to handle the book.
- As treatment progressed, the client took over and demonstrated more agency.

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Specific therapy ideas

- Read books about the play sequence you will engage in to lay the ground work for language use
  - Dora the explorer example
  - Rhyming books - promote predictability and thus, success
    - Enhances vocabulary and appropriate interaction
  - Pete the Cat (songs)
    - Overall literacy engagement
    - Vocabulary development

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Domain Specific Therapy Ideas

- Semantics:
  - Be specific and methodical when choosing vocabulary words
  - Select a story book the contains three words that may be new or challenging
  - During the reading, interrupt the story on three occasions for a brief conversation (ask if they know the meaning, point to an illustration depicting the meaning, show the child the printed word).
  - Keep conversations limited and brief so that enjoyment is preserved.

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

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Domain Specific Therapy Ideas

- Phonology:
  - Pick a book that has at least three different words containing the target sound.
  - Words should be depicted in the illustrations if at all possible.
  - Preview the book and plan where you will stop to focus on the sound.
  - Select one sound to emphasize
  - As you read, initiate conversation with the child about the sound
  - Repeat this on two more occasions
  - Introduce new words containing this sound in different storybooks for continued practice.

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

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Domain Specific Therapy Ideas

- Syntax:
  - Select a target syntactic structure that the child does not exhibit on a regular basis such including a direct object (The girl is buying a **_present_**."
  - Choose a book the child has read before or has familiar vocabulary.
  - Interrupt the story on three occasions that were determined previously. (SLP: "What is the man doing in this picture?" Child: "He is washing." SLP: "Yes, he is washing **_the car_**".

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

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Domain Specific Therapy Ideas

- Morphology:
  - Select a target form the child uses infrequently, review the book in advance to determine three occasions where the form could be used
  - Interrupt the story on three occasions to pose a question or request that might elicit the child's use of the target form. (e.g. "This picture has lots of balloons. I count one, two three…)
  - Provide praise when necessary or beneficial

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

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Domain Specific Therapy Ideas

- Pragmatics:
  - Select an appropriate pragmatic target.
  - Choose a book that would interest the child. Then focus on pragmatic issues:
    - Eye contact
    - Topic maintenance
    - Improving speaking volume

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language & emergent literacy skills. Baltimore: Paul Brooks.

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The Early School Years: Elementary

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Assessment

- Gray Oral Reading Test (2nd on up)
- Miscue Analysis – Goodman
- Interviews
  - Reading Interview – Goodman, et al.
  - Motivation Interview

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Language Tx   vs   Literacy Tx

Seeks to improve underlying functional use of language for purposes of communication -- Requires some mastery of: Phonology Morphology Syntax Semantics Pragmatics -- **Approaches**: Child-centered Milieu Literature-Based Units	Seeks to improve a client's use of cueing systems (which are built on their language abilities) to improve processing and comprehension of written language -- The cueing systems: • Graphophonemic • Syntactic • Semantic • Pragmatic -- **Approaches**: Shared Reading by Holdaway Enriched Writers Workshop

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Reading: A Language Process

- Reading = language that is changing and dynamic and is a flexible tool rich in tradition and culture.
- Reading/language is not an object.
- Reading = communication of ideas, beliefs, and emotions through shared syntactic, semantic and pragmatic systems – the same as oral language

Kucer, S. B. (2014). *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings*(4th ed.). London: Taylor & Francis.

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Readers have knowledge about language

- You are handed a drink with a napkin under the glass. Printed on the napkin is "Thank you to all our_____." The last word is smudged, but can you read it anyway? What do you predict?

Kucer, S. B. (2014). *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings*(4th ed.). London: Taylor & Francis.

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How Reading Works

Read this.

- Over at the edge of the cypress swamp they saw their friend, Jeremy, marching with bands and tears on his clothes while, behind him, a group of boys played in a small marching band with tears in their eyes as they walked and carried their instruments. Suddenly, one of the young boys from the band, whispered in Jeremy's ear, and he ran over to tell the soldiers. What Jeremy told them, caused the soldiers to draw their weapons.

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How did it go?

- Did you read it from start to finish with no pausing?
- Did you have to back track?
- What did you think about while you read?

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The Cueing Systems

- <u>Graphophonemic</u>: the relationship between speech and orthographic symbols (alphabet letters). Sound/letter association.
- <u>Syntactic</u>: The grammar of language, the structure of language.
- <u>Semantic:</u> Semantic system of language is not simply a set of definable words, it is the whole system by which language may represent highly complex social and personal meaning.

Goodman, Y. M., Watson, D. J., & Burke, C. L. (2005). *Reading miscue inventory: From evaluation to instruction*(2nd ed.). New York: Richard C. Owen

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Use the cueing systems

- Example: The dog chewed the _____.
- **Semantic Cue**: It has to be something a dog can eat.
- **Syntactic Cue**: If there is only one word that goes in the blank, it has to be a noun, a thing.
- **Graphophonemic Cue**: No graphophonemic cues are available, but if I told you the word began with a "b", that would narrow the possibilities down even more.

Goodman, Y. M., Watson, D. J., & Burke, C. L. (2005). *Reading miscue inventory: From evaluation to instruction*(2nd ed.). New York: Richard C. Owen

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Strategies and Mistakes by a good reader

High Quality Miscues

baseball
The little girl really wanted to play basketball.

goed
They all went over to the edge of the pond.

advil
We need to provide the grandfather with oxygen.

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Strategies and Mistakes by a poor reader

Low Quality Miscues

The entire book was covered in moss and was gigantic

There was a fairy standing on the edge of the huge cover.

Her hair was long and black. Her dress was flowing and purple.

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Reading Strategies

- Initiate, sample, and select
- Predict and Infer
- Confirm, disconfirm, and correct
- Integrate
- Terminate

Goodman, Y. M., Watson, D. J., & Burke, C. L. (2005). *Reading miscue inventory: From evaluation to instruction*(2nd ed.). New York: Richard C. Owen

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Specific Strategies: graphophonemic cueing

- Word Study (Apel, 2017)
  - "Specific and focused attention to the encoding (spelling) and decoding (word-level reading) of words using one's knowledge of the linguistic properties of words (knowledge of language)."
- The Five Blocks of Word Study

Apel, K. (2018). It's All About Word Study: A Multi-Linguistic Approach to Literacy Instruction. Presentation at the University of Louisiana Monroe Speech-Language Pathology Spring Conference.

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Specific Strategies for Graphophonemic cueing

- The Five Blocks of Word Study
  - **Phonological Awareness**: the ability to think about, talk about, and manipulate speech sounds
  - **Orthographic Pattern Awareness**: involves orthographic pattern knowledge (spelling patterns) and mental graphemic representations (pictures in our heads).
  - **Morphological Awareness**: the semantic aspects of a root or base word and its corresponding inflections and derivations
  - **Semantic Awareness**: the ability to think about the effect of spelling on word meanings (one vs. won)

Apel, K. (2018). It's All About Word Study: A Multi-Linguistic Approach to Literacy Instruction. Presentation at the University of Louisiana Monroe Speech-Language Pathology Spring Conference.

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Grapho-phonemeic strategies: Word Study

- Phonemic Awareness:
    - Encourage "continuous voicing" (phonemic decoding or blending)
    - Use "Sound Strings"* to link PA to spelling
- Orthographic Awareness:
    - Use Word Sorts:
    - Adult makes index cards with contrasting spelling rules/patterns
    - Student arranges the cards into piles, with help if needed

Apel, K. (2018). It's All About Word Study: A Multi-Linguistic Approach to Literacy Instruction.
Presentation at the University of Louisiana Monroe Speech-Language Pathology Spring Conference.

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Grapho-phonemeic strategies: Word Study

- Morphological Awareness
    - Use Word Sorts
    - Word building: given cards with prefixes, suffixes or base words (roots), combine to make or recognize word (un+clear, salt+y)
    - Morpheme finding
    - Morpheme affix book

Apel, K. (2018). It's All About Word Study: A Multi-Linguistic Approach to Literacy Instruction.
Presentation at the University of Louisiana Monroe Speech-Language Pathology Spring Conference.

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Specific Strategies to help with semantic cueing

- Background questions and discussion
- Word/Definition book
- Discussion of context
- Words sorts with words that have alternative meanings

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Specific Strategies: Syntactic Cueing

- Skip the word and come back
- Chunk the word into sections
- Ask: what word might make sense here?

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Case study: School age

- 10 year old – 3rd grade level with regard to reading – had language goals as well
- Miscue analysis: 19 HQ, 19 LQ
- Main strategy for reading was to "sound-out"
- Often guessed "super" for "spider"

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Case study: Reading Goals

- The client will skip over unknown words and look at context to understand meaning 5 times.
- The client will locate smaller words within larger words 10 times.
- The client will develop a word wall containing new and pertinent words.
- The client will look at illustrations to gather meaning.

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Literacy-Based Treatment Ideas for Language Impairments

Recipes

Possible goals: follow multistep directions, planning, sequencing, turn taking, social interaction, reading non fiction texts

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Literacy-Based Treatment Ideas for Language Impairments

Internet Safety

Possible goals: understand another person's perspective, functional life skills (safety), describe multiple motivations for events, apply background knowledge

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Literacy-Based Treatment Ideas for Language Impairments

Puppet show

Possible goals: creative writing, editing, social collaboration to complete a task, memory, reading, turn taking, narrative development

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Literacy-Based Treatment Ideas for Language Impairments

Animation

Possible goals: technology integration, sequencing, creative writing, vocabulary, author's purpose, syntax, narrative skills

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Literacy-Based Treatment Ideas for Language Impairments

Letters to authors

Possible goals: editing, syntax, structured writing, comprehension of fictional text, alternative endings to novels, creating dialogue

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Questions?

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