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Journey from Middle to High School: Language and Literacy Toolkit for SLPs

Kathleen J. Abendroth, PhD, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com



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continued[®]

Journey from Middle to High School:

Language Toolkit for School Based SLPs

Presented by:

Kathleen J. Abendroth, Ph.D., CCC-SLP

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Learning Outcomes

After this course, participants will be able to:

- Describe factors that increase motivation, resilience, and rapport with adolescents
- List 3 language strategies to foster student success
- Identify at least 4 therapy ideas for middle/high school students

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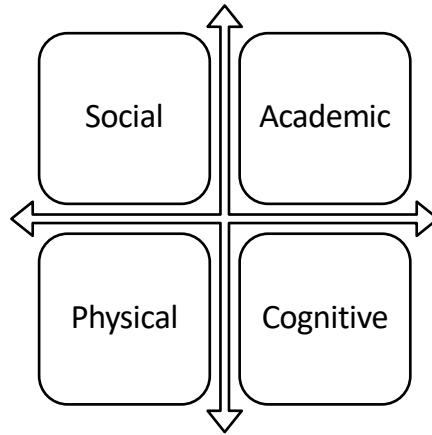
Disclosures

Financial disclosure: Honorarium from
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Nonfinancial disclosure: none

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Middle School Development



Tweens (ages 9-12)

Puberty- girls before boys

Clumsy

Abstract thinking

Sarcasm

Mood swings

Emotional outbursts

Overreactions

Social ambiguity

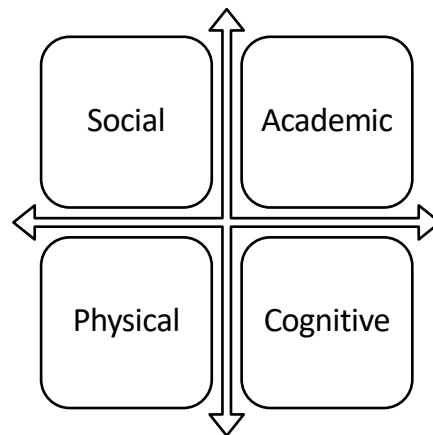
(Lesesne, 2003)

Linguistic Changes in Middle School

1. Vocabulary- acquisition of Tier 2 vocabulary
academic discourse (receptive understanding
precedes use)
2. Syntactic- Increased phrase and sentence length
3. Macrostructure- ability to summarize expository text
4. Inferencing- ability to apply context clues to
comprehend

(Lundine & McCauley, 2016)

High School Development



CONTINUED

Teens (ages 13-18)

Social media/technology (Barnes, 2018)

Sexual orientation

Social advocacy

Opt out/ Drop out

Pregnancy

Mental health/ illness

Criminal justice system

Prefrontal cortex

CONTINUED

Linguistic Changes in High School

1. Complex Morphology (Nippold & Sun, 2008)

2. Syntax- Greater use of clauses

3. Vocabulary- Tier 3 vocabulary subject specific

4. Executive functioning continues developing –
planning, organization, memory and
attention continues into early adulthood

(Lundine & McCauley, 2016)

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Language Impairment

**Strengths based perspective
Later development**

Focus On:

Respect

High expectations

Individual interests

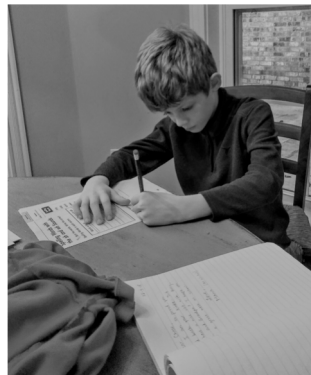
Individual rate of change

Assume competence

(Routman, 2003)

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How to Build
Motivation,
Resilience, and
Rapport



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continued

Motivation, Resilience, and Rapport

❖ Keep it real

Use authentic topics and materials (Marlatt, 2018)

Learn young adult culture (Lesesne, 2003)

continued

Motivation, Resilience, and Rapport

❖ Increase resilience

“The ability to bounce back from a negative experience”

(Prince-Embury, 2006, in Caughter and Croft, 2018)

Resilience is a social construct

Resilience can be taught

continued

Motivation, Resilience, and Rapport

Risk Factors

☐

☐ Poverty

☐ Parental mental health

☐ Domestic Violence

Protective Factors

☐

☐ Executive Functioning

☐ Emotional Regulation

☐ Positive Relationships

Caughter & Crofts, 2018; Masten (2004)

continued

Motivation, Resilience, and Rapport

❖ Team mentality

For younger students, a child must first think of themselves as a reader

For older students, buy in to high school education is essential

School pride

Job preparedness

Seeing recent graduates working

College enrollment

continued

continued

Motivation, Resilience, and Rapport

❖ Understand Vulnerability

What do you do well?

What makes you feel vulnerable? (Brown, 2012)

**Foster risk taking by
offering choices**

continued

Motivation, Resilience, and Rapport

❖ Empowering Environments

Student choice

Avoid “round robin” reading- use shared,
choral or volunteer reading

Focus on learning by doing (holistic)

Allow meaning to trump accuracy in
some instances

continued

continued

Toolkit Refresher Therapy Ideas

continued

Toolkit Refresher- Therapy Ideas

Growth Mindset Activities

Growth mindset vs. Fixed mindset (Dweck, 2016; Dweck & Leggett, 1988)

Teaches *neuroplasticity*

continued

continued Toolkit Refresher- Therapy Ideas

Growth Mindset Activities

biglifejournal.com

“How to Teach Growth Mindset to Kids”

4 Week Guide (free)

Journal for teens

Famous Failures

Possible goals: Specifically targets resilience; taking another person’s perspective, cause and effect, verbal reasoning skills, executive functioning skills

continued

“Famous Failures” Example


Oprah Winfrey

1. that failure is no such thing, it's just life that's trying to move us in another direction.
2. She had got fired but, it didn't let her stop. Succeeding.
3. Her nickname was the "queen of media"

What I learned from Oprah Winfrey was she started out as co-hosting a news show but, it didn't go so well then after she got fired. She didn't let getting fired would define her. So she worked hard to get where she had to go, telling stories that she told my favorite quote that I learned and learned by her was is that failure is not such thing it's just life that waiting from us to move to another direction

continued Toolkit Refresher- Therapy Ideas


Videogame Dictionary


Word: SKINS	Definition: A SKIN is a character Representation
A drawing to help me remember this word	Example Sentence: Im gonna buy a SKIN.
	Example Sentence: SKINS can be funny or scary
	Related Words: Color Texture

Possible goals:
homonyms,
identify another
person's
perspective, apply
background
information,
comprehension

continued Toolkit Refresher- Therapy Ideas

- Spinoff idea: Internet Safety

Word: OTP	Definition: DIP is an Emote YOU find boys
A drawing to help me remember this word	Example Sentence: tiffy in the
	Example Sentence:
	Related Words: Emote

Word: Stream	Definition: When you play online or fortnight with random people or friends or boys or friends watching you play it
A drawing to help me remember this word	Example Sentence:
	Example Sentence:
	Related Words: streaming twitch youtube

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Toolkit Refresher- Therapy Ideas

Nonprofit service

Spinoff idea- Podcasts
(Bianchi-Pennington, 2018)



Possible Goals: Analyze online sources, listening comprehension, planning, sequencing, social interaction, following multistep directions, understand multiple perspectives, defend opinion citing evidence from the text, expository discourse

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Toolkit Refresher- Therapy Ideas

Poetry Unit



Possible goals: analyze text, figurative language, poetic vocabulary, creative writing, listening comprehension

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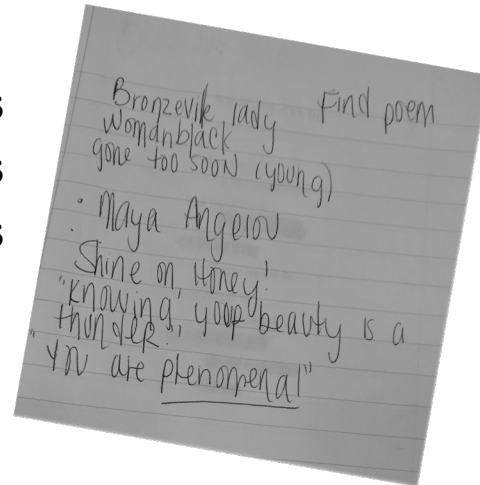
Poetry Unit

Ideas:

Blackout poems

Found Poems

Concrete Poems



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Toolkit Refresher- Therapy Ideas

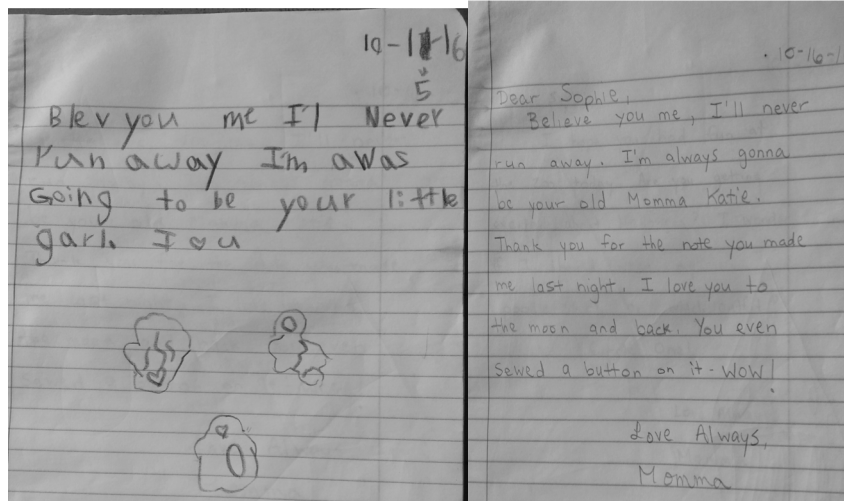
Reading Journals

or “Letter-essays” (Atwell, 2007)

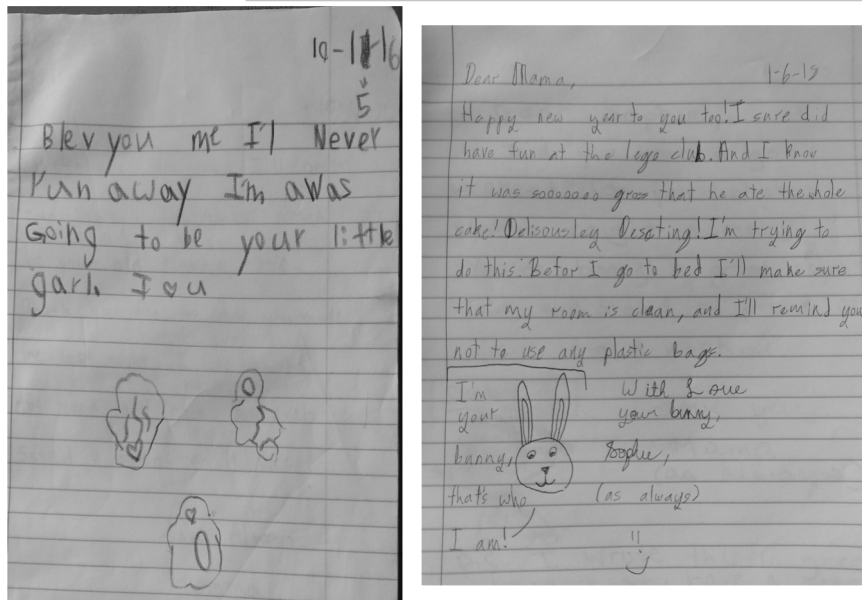
Possible goals: turn taking, written expression, executive functioning, coherence, written conversation

CONTINUED

continued Toolkit Refresher- Journals



continued Toolkit Refresher- Journals (cont'd)



CONTINUED Toolkit Refresher- Therapy Ideas

Bullying Awareness for Teachers (Hays, et al., 2014)

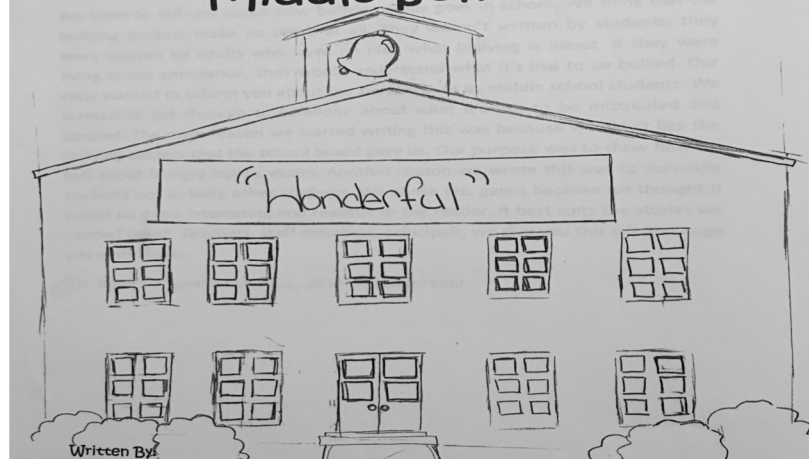


*Mean Chicks, Cliques,
and Dirty Tricks (Karres, 2004)*

Possible goals: perspective taking, improve reasoning skills,
metacognition, editing, planning a project to completion,
syntax, persuasion

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The "Wonderful" World of Middle School



continued

INTRODUCTION

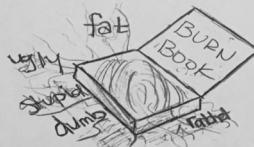
Hey Teachers and Students,

We want to tell you about how bullying really goes in school. We think that the bullying packets make no sense at all. They weren't written by students; they were written by adults who have no idea what bullying is about. If they were living in our generation, they would understand what it's like to be bullied. Our class wanted to inform you about our perspectives as middle school students. We wanted to get through to someone about what it's like to be mistreated and ignored. The main reason we started writing this was because we didn't like the bullying packets that the school board gave us. Our purpose was to show how we feel about being a bully's victim. Another reason we wrote this was to persuade students not to bully other students. We chose this genre because we thought it would be more interesting and realistic to the reader. It best suits the stories we needed to tell. Teachers, staff members, principals, we give you this gift and hope you embrace it.

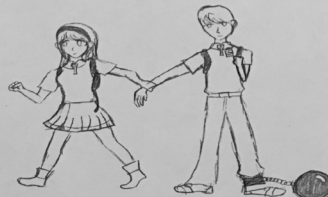
-Dr. Reed's 7th grade ELA class, 2013-14 school year

continued

When you step into East Side Middle School, it's like you've opened Pandora's Box. Middle school is rough. It's every man for himself unless you have *Friends*. You call it school; I call it Hades. The locker room devours you and turns you into a stalker, judging people by their underwear. Jimmy said, "What is that greenish brownish stuff in your underwear?" The coach said, "Is that Barbie?"



The day in the life of a middle school student is horrible. The partnerships also aren't that great either. There are two kinds of relationships. There is the inappropriate kind, and then the friendly kind. Once you're in either one of them you're stuck forever.



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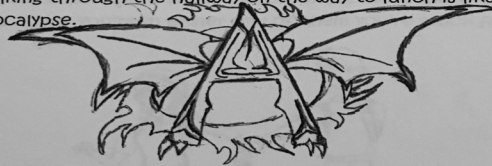
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CHAPTER ONE: THOUGHTS FROM THE GUYS...

Hey readers,
You think elementary is easy? Wait 'til middle school. Girls talk about *Twilight*; boys talk about sports. When boys are fighting we yell out and scream, while girls are like, "Why are they fighting each other? That is so hood rat."



Trust me, you don't know how bad middle school is! It's like anarchy; there are **NO** rules! The locker room is the darkest place in the school, besides the bathroom. A lot of people fight in there. Walking through the hallway on the way to lunch is like the zombie apocalypse.



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Toolkit Refresher- Therapy Ideas



Set up a store front

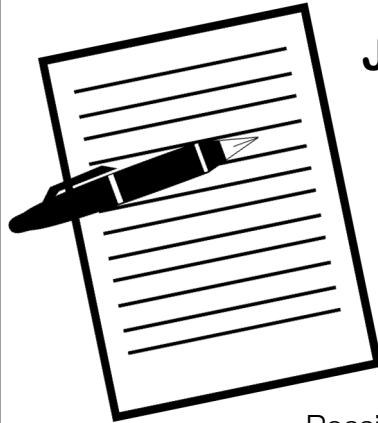
Brew Crew
PBIS

Possible goals: turn taking, multitasking, social interaction, calculation, verbal interactions, following a verbal script, following multistep directions, using AAC, problem solving

continued

CONTINU^{ED}

Toolkit Refresher- Therapy Ideas



Job interview skills unit

Spinoff idea: Career literacy

Possible goals: functional life skills, verbal interactions, syntax, perspective taking, executive functioning, comprehension, planning, social interaction, career transition, expository discourse

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Toolkit Refresher- Therapy Ideas

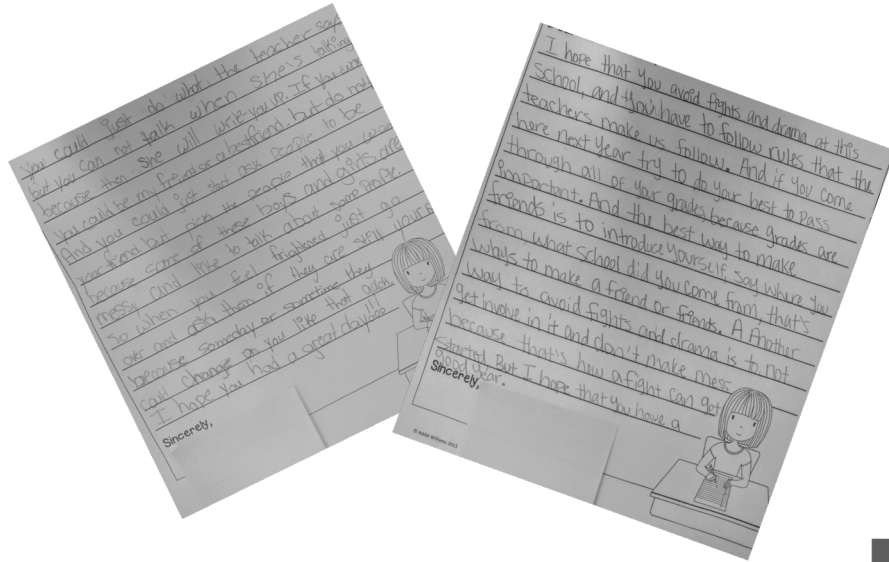
Letters

- To a new student
- To a younger student
- High school Handbook

Possible goals: written collaboration, perspective taking, demonstrate understanding of rules, social interaction, editing

continued^{ED} Toolkit Refresher- Therapy Ideas

Letters to a New Student



continued^{ED} Toolkit Refresher- Therapy Ideas

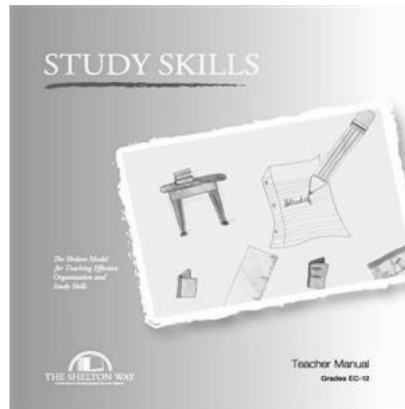
Shared reading with younger students

Possible goals:

Reading fluency,
oral reading,
verbal
interactions,
turn taking,
willingness to
read, decreased
avoidance,
increased risk
taking, oral
speech skills



continued Toolkit Refresher- Therapy Ideas



Study skills

<https://www.shelton.org>

Possible goals: planning, executive function, improve academic organization, turn in assignments on time, complete homework, implement graphic organizer, time management, reasoning skills

continued

Strategies to Help You Get Started

CONTINUED

STRATEGIES FOR FOSTER SUCCESS

#1 Understand avoidance behaviors

“Compensatory adaptations”

When a participant is expected to complete a task but does not, instead shifting the burden to another person.

(Damico, et al., 2008)

CONTINUED

STRATEGIES FOR FOSTER SUCCESS

Common Avoidance behaviors

Picture description

Off-topic comments or joking

On-topic comments that avoid task

Repetition of what adult read

Asking questions

Direct refusal

(Damico et al., 2008; Damico et al., 2011)

CONTINUED

STRATEGIES FOR FOSTER SUCCESS

Avoidance is not personal to you!

Positively viewed, it reveals:

Awareness of difficulty

Desire to overcome

Attempt to develop strategies

Way to monitor progress

Sensitivity to success/failure

Maintenance of interaction during difficult task

(Damico, et al., 2008; Whited, 2015)

CONTINUED

STRATEGIES FOR FOSTER SUCCESS

Strategy #2 Go beyond “Sound it out”

WHY?

Phonemic awareness most effective before 1st grade

Comprehension and shared reading

Teach additional strategies

Effective teachers use wide variety of cues

(Routman, 2003)

CONTINUED

STRATEGIES FOR FOSTER SUCCESS

Strategy #2 Go beyond “Sound it out”

HOW?

“What would make sense there?”

Provide unknown word

“Skip it!”

“Go to the end of the sentence and then guess what would make sense”

Provide binary choice

“Does that [guess] make sense?”

CONTINUED

STRATEGIES FOR FOSTER SUCCESS

#3 Assess Your Feedback

- Praise (Kohn, 2004, Kohn 2015).
- Use Recasts (Cleave, et al. 2015)
- Teach Inferencing (Barth & Elleman, 2017)

continued Books that Hook Teen Readers

Middle School

- *Diary of a Wimpy Kid*
Jeff Kinney
- *Dork Diaries* Rachel
Renee Russell
- *The 13-Story
Treehouse* Andy Griffiths
- *Wonder* RJ Palacio

High School

- *The Hate U Give* Angie
Thomas (Police brutality;
Income disparity)
- *All American Boys*
Jason Reynolds (Racial
tension; Police brutality)
- *He Said, She Said*
Kwame Alexander (Social
Protest)
- *Blended* Sharon Draper
(Biracial experiences;
blended family dynamics)

continued

Conclusions Questions

Contact Kathleen.Abendroth@gmail.com

References

- References included in separate pdf for participants to download