

Team Up for Results!

Dyslexia and the Role of School-Based Speech Language Pathologists

Who Cares What I Have to Say?

- ~ School-Based SLP Preschool-5th Grade
- ~ 12 years Early Intervention Experience - birth-3years
- ~ 8 years Classroom-Based, Integrated Services
- ~ National Speaker - Integrating Speech Services into Classrooms and Curriculum
- ~ Phonological Awareness Geek
- ~ Love my TEAM of teachers!
- ~ In the TRENCHES

DISCLOSURES

Financial:
I am a presenter for the Bureau of Education and Research. I receive an honorarium when I present content for them throughout the United States as well as on my own. A stipend was offered for this presentation - returned to IDA

Nonfinancial:
No nonfinancial relationship(s) relevant to the content of today's session

Nonfinancial:
VP SLPs ISHA Executive Council

Why I Do What I Do.....



Roles and Responsibilities

Highlighting Language/Literacy – Current research supports the interrelationships across the language processes of listening, speaking, reading, and writing. SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.

American Speech-Language-Hearing Association. (2010). Roles and responsibilities of speech-language pathologists in schools [Professional Issues Statement]. Available from www.asha.org/policy.

Two Things I've Learned.....

~ In order to understand what's going on in classrooms....



We have to BE IN the Classrooms!!!

~ In order for interventions to be effective.....



Students have to be able to access the interventions!

One Last Thing.....

~ Kids with Dyslexia and other Language-Based Learning Disabilities are like ducks.....



hidden
in
plain
sight

1. Imitative timing
2. Visual tracking
3. Choral response
4. Oral turn-taking
5. Coordinating Oral and Physical Movements
6. Vocabulary of Teaching

Our Path - Accessing Interventions


Imitative Timing

“When the imitation happens”



Team Up for Results!

“Practice Makes Perfect!”

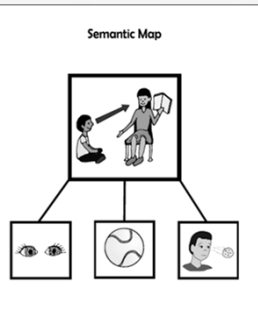


A student must be able to time his/her imitation of the adult for OG strategies to be efficient and effective. Many students come to school lacking the skills to verbally or physically imitate an adult correctly. Many students start to imitate before the adult model is complete or due to slow processing time, they imitate several steps behind. Initially during OG, imitative timing is essential to learning the key words, letter sounds, letter names, and the rules that are modeled each day. If students cannot imitate with appropriate timing, they cannot learn the basics of OG or they may need to be taught the basics through different techniques.

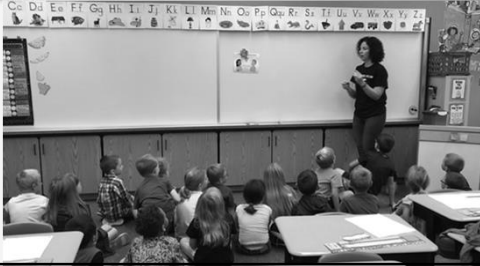
Visual Tracking

“Where the student is looking”

Semantic Map



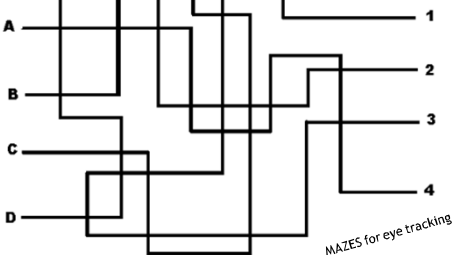
Teaching and Reviewing



Team Up for Results- Applying the Technique

**Don't just
tell, SHOW!**








Beyond students with autism and ADHD, many students do not visually track teachers in the classroom and therefore do not watch the teacher's mouth during OG lessons. When poor visual tracking is applied to reading text, it is often cited as one of the most common reading problems. Specific teaching in visual tracking prior to reading text can have a huge impact on future reading success. The students need to visually track the teacher when she is walking around the room as well as follow a point (distal and proximal) in order to remain engaged in the lesson and to ensure strategies are learned.

Send it HOME


Visual Tracking



Date:

Today we practiced following the tennis ball with our eyes.



This helps my eyes learn to look at what's important in class.



<small>Eyes on Teacher</small> 	<small>Eyes on Activities</small> 
---	--

Comments:

© 2014 Pearson Education, Inc. All Rights Reserved.

Make it Visual

Lesson Pix
www.lessonpix.com

Who is EVERYBODY??

Choral Response - a.k.a "Everybody say ____"

"Saying it together"

- ~ I was shocked to see how many times I used the word and just assuming the students understood what it meant.
- ~ It was amazing to see the students when they finally realized that they are "everybody".
- ~ By including the kids in the lesson, they were engaged and had fun, which made the lesson meaningful to them.
- ~ Students are engaged and participating because they now know who I'm asking...EVERYBODY!!!!

“Everyone say” may sound simple until we dig deeper to discover how much this requires of our young students. First, they must understand the vocabulary (see #6). “Everyone” and “say” are words that may need to be specifically taught to some students whether language delayed, ELL, or those that have had limited to no exposure to school. Students must also have imitative timing and visual tracking of the teacher established before they can be asked to “watch, listen, repeat, and do” all together in a room of 20 students. Upon observation of many OG lessons, many students rarely participate in the choral response because they say it too soon, too late or they are not visually tracking the teacher and do not even know they are supposed to be saying anything. Students like to “hide” during this part of OG lessons and this is often where negative behaviors are noted.



Oral Turn-Taking

“I say, you say”

Learning opportunity for children	Joint listening to words (e.g. watching TV or videos, or just listening to an adult talk)	Participating in a conversation
Hear a variety of words they may use on their own later on	Maybe	Yes
Learn to pay attention to someone else	Maybe	Yes
Learn how to start an interaction	No	Yes
Learn how and when to take a turn in an interaction	No	Yes
Learn how to send a message effectively	No	Yes
Learn to clarify or repeat a message if it wasn't understood	No	Yes
Practice using words and gestures	No	Yes
Learn to ask questions	No	Yes
Draw on previous knowledge, experience and problem-solving skills to anticipate a game of roles	No	Yes
Build confidence in communicating	No	Yes



SLP Training Kicks In



"I say, you say"- requires so many skills. First, students need solid knowledge of the pronouns "I" and "you". Next, they need to have established turn-taking in a non-academic setting. Many students with developmental delays, behaviors, or language impairments, have not yet established turn-taking during games, conversation, or in pretend play. Oral turn-taking is a higher level skill that must be specifically taught in smaller settings before asking students to do it in a full classroom.

Coordinating Oral and Physical Movements

*"Do and Say"
(at the same
time)*





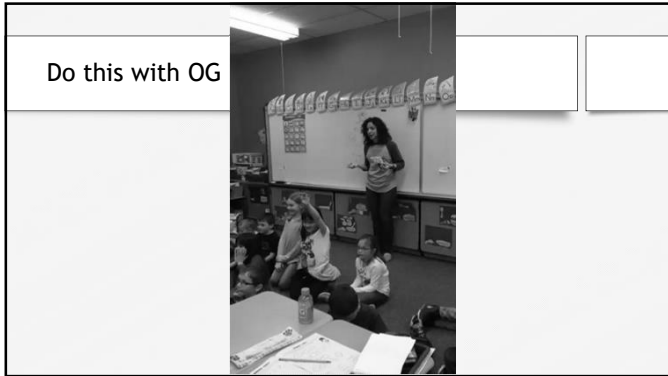
Team Up for Results!

“Practice Makes Perfect!”

“Do and Say” at the same time. If a child has never played “Pat-a-cake” at home or any other fingerplays like the “Itsy Bitsy Spider”, coordination of oral and physical movements during OG will be very difficult. During observation of large group OG lessons, students often do one or the other, the physical movement or the oral response. The purpose for providing physical cues for vowels or the “rules” of OG are to trigger students’ memories. If they are focused on the simple coordination of oral and physical movement, the purpose is lost.

Vocabulary of Teaching


BARRIER GAMES (SLP Secret)



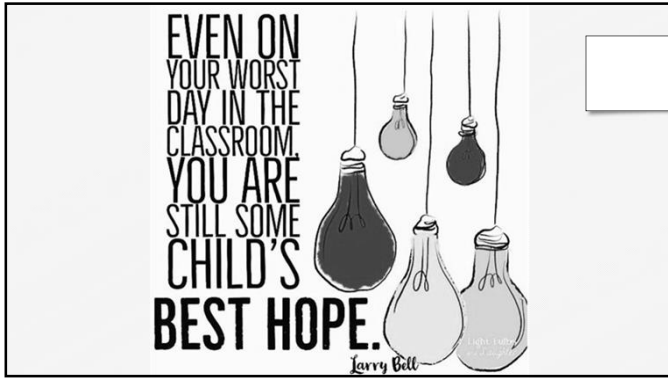
“What does that word even mean?” I screened my speech students in K, 1st, and 2nd grade for the vocabulary that was essential to OG success. Many of the students struggled with words that may seem so simple to us. The following list shows some of the words the students did not understand: capital, upper, tap, repeat, lift, right, left, vowel, consonant, ox, edge, goat, igloo, jam, top

If students do not know the key words for the letter cards, they will not be a helpful tool for them to use for memorization of the letters and sounds. For instance, one student always said “O cow, /o/” instead of “O ox, /o/” because they did not know “ox”. Specific teaching and drill for the vocabulary can limit confusion for our students.



1. Imitative timing
 2. Visual tracking
 3. Choral response
 4. Oral turn-taking
 5. Coordinating Oral and Physical Movements
 6. Vocabulary of Teaching
- 
- Accessing Interventions





REFERENCES

References

Pryor, J. (Feb. 14, 2018). Beyond the 30 Million Word Gap: Back-and-forth exchanges boost children's brain response to language. Retrieved on April 9, 2018 from: <http://mcgovern.mit.edu/news/news/research/news/beyond-the-30-million-word-gap/>

Romeo, R.R., Leonard, J.A., Robinson, S.T., West, M.R., Mackey, A.P., Rowe, M.L., & Gabrieli, J.D.E. (2018). Beyond the 30-Million Word Gap: Children's Conversational Exposure is Associated With Language-Related Brain Function. *Psychological Science*.

Weitzman, E. *It Takes Two to Talk: A Practical Guide for Parents of Children with Language Delays*. 5th Edition. Toronto: Hanen Early Language Program, 2017.

American Speech-Language-Hearing Association. (2010). Roles and responsibilities of speech-language pathologists in schools [Professional Issues Statement]. Available from www.asha.org/policy.

Nilsson Benfatto M, Oqvist Seimyr G, Ygge J, Pansell T, Rydberg A, Jacobsson C (2016) Screening for Dyslexia Using Eye Tracking during Reading. *PLoS ONE* 11(12): e0165508. <https://doi.org/10.1371/journal.pone.0165508>
