


**Advocating for Classroom Success
for children with Speech and
Language Impairments**


Oregon Speech Language Hearing Association | October 2017

Kelly Farquharson, Ph.D., CCC-SLP | Emerson College





Disclosures

- Financial: OSHA has compensated me for today's presentation. I am a faculty member at Emerson College and receive a salary for that job.
- Nonfinancial: I am the director of the Children's Literacy and Speech Sound (CLaSS) Lab, faculty at Emerson College, and the President of the Massachusetts Speech, Language, and Hearing Association



**Children's Literacy and Speech Sound (CLaSS)
lab**

- www.classlab.emerson.edu
- www.facebook.com/classlabemerson

Learning Objectives

1. Explain the relation between language impairments and literacy
2. Define the relevant theories that support language and reading
3. Discuss the SLP's role in and out of the classroom

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The relation between language impairments and literacy outcomes

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- Reading is a language-based skill
- Language impairments lead to deficits in reading
 - Children with LI in kindergarten are at high risk for reading disabilities in 2nd and 4th grades (Catts, Fey, Tomblin, & Zhang, 2002)
- Improving spoken language can lead to improvements in reading abilities
- Early identification is made possible through:
 - Assessment of letter identification in kindergarten
 - Assessment of initial levels of reading skill once instruction has begun
 - Persistence of deficits in language

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What's in a name?

- Specific language impairment, language impairment/ disorder/delay, persistent language impairment, preschool language disorder, etc. etc.
- [Dorothy Bishop on terminology](#)
- [Raising Awareness of Language Learning Impairment \(RALLI\) Campaign](#)
- [Kids interview RALLI professors](#)



New Terminology (Bishop, Snowling, Thompson, Greenhalg, CATALISE consortium, 2016) ← supplemental article on Canvas

- To maintain consistency across clinicians, students, parents, and other non-SLPs, it is recommended that developmental language disorder is the primary term used to refer to a language impairment that is *not* associated with other disorders (e.g., autism, hearing loss, Fragile X). This term is intended to replace the use of specific language impairment (SLI).
- This is controversial in some ways – some are strongly advocating for the use of Specific Language Impairment (SLI)
 - See also: [SLI debate](#)
 - And [more SLI debate](#)
 - [SLI exclusionary criteria](#)
- [ASHA: Preschool Language Disorders](#)
- [ASHA: Spoken Language Disorders](#)

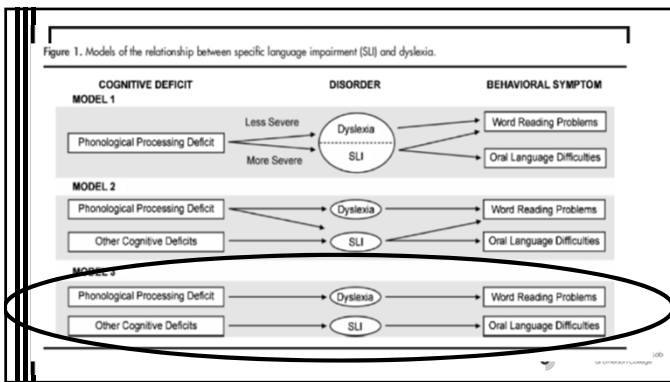




Catts, Adlof, Hogan & Ellis Weismer (2005)

Are SLI and dyslexia distinct disorders?

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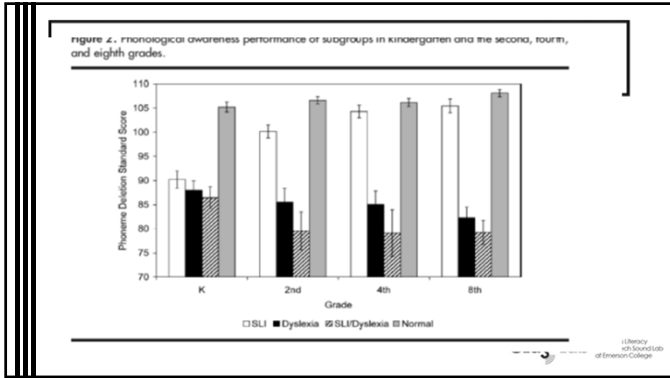
Catts, Adlof, Hogan & Ellis Weismer (2005)

Are SLI and dyslexia distinct disorders?

YES

- 25 % of children with SLI in kindergarten had a dx of dyslexia in 2nd – 8th grades
 - This depended on how liberal the selection criteria were for dyslexia
- Phonological processing deficits were found to be specific to a diagnosis of dyslexia. SLI in isolation did not have weak phonological processing skills compared to typically developing peers.

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How language deficits affect reading

Phonological awareness: Sensitivity to the sounds within the language.
 Very strong predictor of later reading skills.
 Common area of deficit in dyslexia.
 Very responsive to instruction, especially when paired with phonics.

Phonological retrieval: Word finding skills necessary for object and picture naming.
 Problems include word substitutions, circumlocutions, and vacuous words.
 Problematic in dyslexia – may present as a “double deficit” with PA.
 Measured by rapid automatic naming or confrontational picture naming tasks.

Phonological memory: The ability to store phonological information.
 Often in deficit for poor readers (in combination with PA).
 Measured by nonword repetition or digit span tasks.

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Matthew Effects

- The rich get richer...the poor get poorer
 - Low expectations
 - Limited practice
 - Poor motivation
- Children with reading problems read less than proficient readers and read less challenging texts

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Matthew Effects

- The result is an ever widening gap between proficient readers and readers who struggle
- May result in language problems
- Reading is a source of:
 - New vocabulary
 - Advanced grammatical skills
 - Discourse knowledge

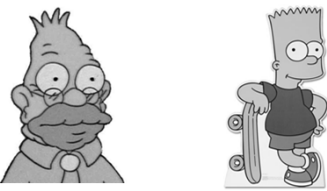


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Relevant theories that support language and reading


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Who is reading?



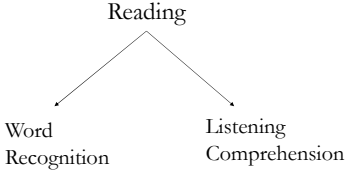
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Reading = Reading Comprehension



The Simple View of Reading

Reading





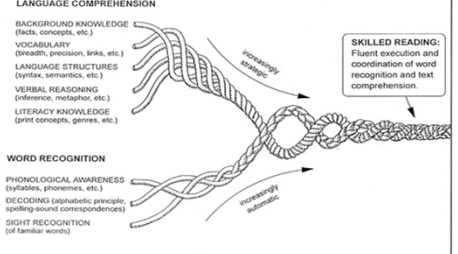
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION


- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION


- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)



See Scarborough, H. S. in Neuman, S.B. & Dickinson, D. K. (2001). *Handbook of Early Literacy Research*. New York: Guilford Press.




Word Recognition




WRMT Word Attack examples

- Laip
- Adjex
- Yeng
- Zirdn't
- gaked




What is needed for word recognition?

- Phonological awareness
 - Awareness of sounds in language independent of meaning
- Concept of alphabetic principle
 - Letters represent sounds
- Orthographic (letter) knowledge
- Practice, practice, practice



Listening Comprehension



Listening Comprehension allows one to build a **mental model** of a story

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Listening Comprehension example

A Lucky Bear (from the CELF-4)

The big, black bear walked slowly through the burned out forest, sniffing the ground. The bear's stomach growled now as he remembered eating his last meal of berries. That had been before he swam across the river and fell asleep, exhausted. Yesterday, the lightning had come out of the sky, and the animals had to escape from the fire. The bear was very hungry. Suddenly, he caught the faintest smell of something familiar. Could it be acorns? The scent led the bear to a hole under a fallen tree.

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Questions

- ▶ What happened to the forest?
- ▶ Why was the bear sniffing the ground?
- ▶ What had the bear last eaten?
- ▶ What did the bear do after he swam across the river?
- ▶ What do you think the bear was going to do with the acorns.

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Listening comprehension questions

- Literal interpretation – information found in text
- Inferences – connect what is found in the text with experience
- Sequential information

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Listening comprehension components

- Vocabulary
- Background knowledge
- 'Running' inferences

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Hogan, Adlof, & Alonzo (2014)

Reading Comprehension:
ability to understand text

=

Word Recognition:
ability to translate printed text into pronounceable words

×

Listening Comprehension:
ability to understand text if it is heard instead of read

Figure 1. Simple view of reading (based on Gough & Tunmer, 1986).

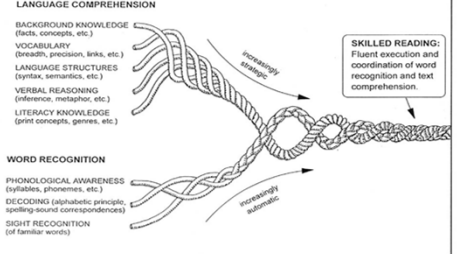
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Simple View conclusions

- Both components need to be considered when thinking of “reading”
- SLPs have knowledge in each area
 - Obvious why we should play a role in reading



THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



See Scarborough, H. S. in Neuman, S.B. & Dickinson, D. K. (2001). *Handbook of Early Literacy Research*. New York: Guilford Press.




The SLP's role in and out of the classroom



ASHA guidelines (2000)


- “It is the position of the American Speech-Language-Hearing Association (ASHA) that speech-language pathologists (SLPs) play a critical and direct role in the development of literacy for children and adolescents with communication disorders...”

(Ad hoc Committee on Reading and Written Language Disorders, 2000)




ASHA guidelines

- “SLPs’ knowledge of normal and disordered language acquisition, and their clinical experience in developing individualized programs for children and adolescents, prepare them to assume a variety of roles related to the development of reading and writing.”



ASHA guidelines

- Appropriate roles include (but are not limited to):
 - Preventing written language problems by fostering language acquisition and emergent literacy
 - Identifying children at risk for reading and writing problems
 - Assessing reading and writing
 - Providing intervention and documenting outcomes for reading and writing
 - Advocating for effective literacy practice
 - Providing assistance to general education teachers



Stability of Language and Literacy Profiles

Schmitt, Tambyraja, Farquharson, & Justice (2015)
Available at <http://classlab.emerson.edu/publications/>



Subgroups of Language Impairment

- Language is multidimensional
 - Related linguistic domains – grammar, phonology, vocabulary
- Grouping by domain?
- Grouping by overall ability?
- Grouping by both?
- Person-centered analysis approach



Including Literacy

- Code-based skills
 - Letter and word recognition
 - Phonological awareness
- As SLPs are being increasingly expected to target code-based skills (ASHA, 2014), but are unable to or feel they are not trained to do so (Blood, et al., 2010; Tambyraja, Schmitt, Justice, Logan, Schwarz, 2014), it is crucial that we understand how literacy may help to differentiate subgroups



Stability of Profiles

- Language impairments often have lasting impacts
- The direction and quality of language change is inconsistent

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Stability of Profiles

- Are there distinct profiles?
- Are those profiles the same in the Fall and in the Spring?
- Are the kids WITHIN those profiles the same in the Fall and in the Spring? Or do they move?
- Are there child-level and therapy-level factors that determine who might move across profiles?

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Language and Literacy Profiles: Measures

- Language:
 - Grammar (Word Structure; CELF-4)
 - Listening Comprehension (C & FD; CELF-4)
 - Vocabulary (Picture Vocabulary; WJ-III)
- Literacy
 - Letter/ word recognition (Letter-Word ID; WJ-III)
 - Phonological awareness (Catts Deletion Task; Catts, Fey, Zhang, & Tomblin, 2001)

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Predictors: Child-level factors

- Child Age
- SES
 - Total family income from the caregiver questionnaire
- Language severity
 - CELF-4

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Predictors: Therapy-level factors

- Therapy intensity
 - Total # of sessions received throughout the year (Mean =44; Range = 3-154)
- Classroom service delivery
 - % of therapy sessions received within the classroom (Mean=8.5%; Range = 0-100%)
- Both obtained from therapy logs

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Stability of Profiles

- Are there distinct profiles?
 - YES!
- Are those profiles the same in the Fall and in the Spring?
 - YES!
- Are the kids WITHIN those profiles the same in the Fall and in the Spring? Or do they move?
 - THEY MOVE!! Well, some of them move.
- Are there child-level and therapy-level factors that determine who might move across profiles?
 - YES!! Can you guess what may have predicted "instability"?

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Latent Profile Analysis

- 4 stable profiles from Fall to Spring
 - Low Language
 - Average Language/ Low PA
 - Average Language/ High PA
 - High Language



Table 3. Means (SDs) of descriptive characteristics for fall and spring profiles.

Profile	Membership	Study age	SES	Nonverbal IQ	Core language
Fall					
Profile 1	(n = 137; 50%)	73.13 (8.23)	8.95 (5.57)	86.45 (9.33)	58.58 (12.24)
Profile 2	(n = 44; 16%)	77.53 (8.15)	10.97 (6.19)	90.86 (10.57)	78.14 (12.00)
Profile 3	(n = 29; 11%)	77.07 (7.52)	9.73 (5.81)	89.14 (10.72)	72.00 (10.73)
Profile 4	(n = 62; 23%)	81.28 (9.94)	11.40 (5.40)	92.65 (11.37)	81.77 (11.84)
Spring					
Profile 1	(n = 64; 25%)	72.19 (7.79)	8.34 (5.92)	85.06 (9.21)	55.89 (9.81)
Profile 2	(n = 42; 16%)	74.40 (7.88)	10.77 (5.44)	87.74 (9.78)	64.62 (14.37)
Profile 3	(n = 77; 30%)	76.48 (8.81)	9.92 (5.65)	86.17 (10.58)	66.55 (14.20)
Profile 4	(n = 75; 29%)	80.55 (7.09)	11.54 (5.23)	92.76 (10.92)	82.83 (15.99)

Note. Study age was measured in months. Nonverbal IQ was measured by the Kaufman Brief Intelligence Test—Second Edition, and Core Language is a composite score from the Clinical Evaluation of Language Fundamentals—Fourth Edition. For both measures, scores are reported as standard scores with a M of 100 and SD of 15.



Profile Instability = Good!

- 134 children stayed in the same profile
- 111 children shifted into a higher profile from fall to spring
- 13 children shifted into a lower profile from fall to spring



What factors differentiate instability?

- Child-level factor:
 - Children from higher SES backgrounds were more likely to move into a higher profile
- Therapy-level factor:
 - Children who received more classroom-based instruction were more likely to move into a higher profile



Summary: Why?

- Because SLPs are making impactful change for children with language impairments
- Because language impairments are complex and are subject to change over the course of a school year
- Because language impairments are not the only thing that matter about a child's service delivery
- Because the decisions that we make as clinicians are likely to contribute to that change over the course of a school year



How much growth to expect? (Schmitt, Logan, Tambyraj, Farquharson, & Justice, 2016)

- Vocabulary growth
 - Preschool > school-age
- Grammar growth
 - Preschool < school-age
- Language ability
 - Preschool with LI > school-age with LI (across all domains)



How much growth to expect? (Schmitt, Logan, Tambyraj, Farquharson, & Justice, 2016)

- Preschool children with LI have similar growth in language as typically developing children, until age 5
 - Typically developing children don't experience this "drop-off" in language growth until age 7



How much growth to expect? (Schmitt, Logan, Tambyraj, Farquharson, & Justice, 2016)

Table 2. Weighted effect sizes (ES, Hedges's *g*) across ages for each language measure for children with typically developing language.

Measure	Age 3-4		Age 4-5		Age 5-6		Age 6-7		Age 7-8		Age 8-9	
	<i>n</i>	ES	<i>n</i>	ES	<i>n</i>	ES	<i>n</i>	ES	<i>n</i>	ES	<i>n</i>	ES
CASL	400	0.74	300	1.04	200	1.91	200	1.01	200	0.39	200	0.62
CELF-4	NP ^a		NP		200	0.87	300	0.84	400	0.45	400	0.75
EVT	200	1.33	210	0.95	235	0.87	325	0.80	400	0.56	400	0.5
OWLS	400	0.97	325	0.65	250	0.95	250	0.68	251	0.56	249	0.66
EOWPVT	314	0.75	414	0.71	426	0.67	449	0.60	412	0.55	375	0.46
PPVT	200	1.33	210	0.65	235	0.78	325	0.86	400	0.58	400	0.59
TOLD-4	NP ^a		348	0.52	450	0.66	534	0.42	482	0.41	NP	
WJ-III	1,280	0.66	1,403	0.48	1,290	0.69	1,311	0.53	1,267	0.49	1,571	0.29

Note. CASL = Comprehensive Assessment of Spoken Language; CELF-4 = Clinical Evaluation of Language Fundamentals-Fourth Edition; NP = one or both of the means were not provided in the test manual; EVT = Expressive Vocabulary Test (Williams, 2007); OWLS = Oral and Written Language Scales (Carrow-Woodfolk, 1996); EOWPVT = Expressive One Word Picture Vocabulary Test (Bronck, 2003); PPVT = Peabody Picture Vocabulary Test (Dunn & Dunn, 2007); TOLD-4 = Test of Language Development-Fourth Edition (Newcomer & Hammill, 2008); WJ-III = Woodcock-Johnson Test of Achievement-Third Edition (McGrew et al., 2007).



How much growth to expect? (Schmitt, Logan, Tambyraj, Farquharson, & Justice, 2016)

Table 3. Weighted effect sizes (Hedges's *g*) for each domain across ages for children with typically developing language.

Domain	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9
Grammar	0.58	0.71	0.81	0.70	0.37	0.77
Vocabulary	0.95	0.55	0.68	0.61	0.52	0.46
Overall language						
<i>M</i>	0.82	0.60	0.74	0.64	0.49	0.44
<i>SD</i>	0.39	0.17	0.11	0.20	0.14	0.16
<i>k</i>	9	10	11	11	10	9
Pooled <i>n</i>	2,794	3,210	3,346	3,694	3,691	3,346

Note. Overall language represents all subtests. Weighted effect sizes are estimated across 11 independent samples. *k* = number of independent samples represented at that age. Standard deviation is for the *k* independent samples at that age.



How much growth to expect? (Schmitt, Logan, Tambyraj, Farquharson, & Justice, 2016)

Table 4. Effect sizes (d) for children with language impairment by age and subtest.

Subtest	Age 3		Age 4		Age 5A		Age 5B		Age 6		Age 7	
	n	d	n	d	n	d	n	d	n	d	n	d
CELF-P2 and/or CELF-4												
Sentence Structure	73	0.70	108	0.70	31	0.59	NG	NG	NG	NG	NG	NG
Word Structure	72	0.64	106	0.77	31	0.26	82	0.56	119	0.48	50	0.57
Expressive Vocabulary	72	0.73	108	0.83	31	0.36	NG	NG	NG	NG	NG	8
Recalling Sentences	72	0.68	106	0.76	31	0.66	82	0.45	118	0.40	50	0.39
Concepts and Following Directions	69	0.64	106	0.61	31	0.67	82	0.51	119	0.45	50	0.64
Basic Concepts	71	0.72	107	0.67	NG	NG	NG	NG	NG	NG	NG	NG
Formulated Sentences	NG	NG	NG	NG	NG	NG	82	0.59	119	0.65	50	0.82
TOPEL Expressive Vocabulary	74	0.79	106	0.64	31	0.51	NG	NG	NG	NG	NG	NG
Woodcock-Johnson Picture Vocabulary	NG	NG	NG	NG	NG	NG	82	0.46	118	0.50	50	0.54

Note. Age 3, 4, and 5A represent data collected on the CELF-P2 from the St. Together and Read-2 sample; ages 5B, 6, and 7 represent data collected on the CELF-4 from the STEPS sample. Effect sizes represent average language growth over an academic year. CELF-P2 = Clinical Evaluation of Language Fundamentals-Preschool: Second Edition; CELF-4 = Clinical Evaluation of Language Fundamentals-Fourth Edition; NG = subject was not given to this sample at this age range; TOPEL = Test of Preschool Early Literacy.

How much growth to expect? (Schmitt, Logan, Tambyraj, Farquharson, & Justice, 2016)

Table 5. Weighted effect sizes (g) across domain and age for children with language impairment.

Domain	Age 3	Age 4	Age 5	Age 6	Age 7
Grammar	0.67	0.74	0.50	0.44	0.48
Vocabulary	0.75	0.71	0.44	0.5	0.54
Overall language	0.7	0.71	0.51	0.5	0.55
n	72	106	113	119	50

Note. Effect sizes represent average language growth over an academic year. Effects for age 5 are weighted across both samples, and the two estimates were within 0.03 of one another.

The Role of the SLP in reading assessment and intervention

The role of the SLP

- SLP is valuable member of literacy team
 - Have in-depth knowledge of phonological skills
 - Have knowledge of language
 - Some with word reading problems have language problems and they need word reading intervention too!

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The role of the SLP

- Some service delivery models
 - Member of a literacy team
 - Assessment
 - Early screenings
 - Treatment
 - Phonological underpinnings to reading
 - Model for teacher in classroom
 - Give PA tx for a year and then consult
 - Delivery of word reading instruction

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Prevention (or RTI Tier 1)

- Preventative early literacy is best overall
 - preK or K
 - Small group
 - -15 minutes
 - Engaging activities
- Integrating alphabetic knowledge and phonics directly to written and spoken language

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Prevention (or RTI Tier 1)

- Focus on a limited set of skills
 - Explicitly teaching blending and segmenting
- Explicit = modeling, guided practice, immediate corrective feedback, scope and sequence moving from easier to harder tasks

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Your Examples

- How have you been involved in the classroom?
- How have you been involved in the prevention, assessment, and treatment of literacy disorders?

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Assessment Recommendations

- Examine how the student functions in context (Ukrainetz, 2006)
- Standardized tests do not provide useful information about contextual ability, skill, or learning style
 - Cannot be the only source of data
- Consider dynamic assessment(s)

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RISE (Ukrainetz, 2006)

- Repeated opportunities for
- Intense interaction with
- Systematic support of
- Explicitly targeted skills

Contextualized language intervention
(aka: naturalistic, functional, activity-based, curriculum based)

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Contextualized Language Intervention (Ukrainetz, 2006)

1. Teach component strategies and skills as a part of a larger goal-directed activity
2. Be aware of the student's internalization skills
3. Intentionally and strategically scaffold

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Dos and Don'ts of Vocabulary Intervention

Steele & Mills (2011)

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DO:

- Provide definitions and contextual information
 - Review, rehearse, remind students about the words in various contexts over time
- Teach in-depth meanings of words
 - Discuss word meanings
 - Actively involve students
- Provide multiple repetitions/ exposures to new words
 - Spend time teaching, discussing, learning each word

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DO:

- Teach more than definitions
- Directly in context
- Together with other related words
- Semantic mapping
- Semantic feature grid
- Teach word parts (morphology)

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DON'T:

- Give words out of context and ask children to look them up in a dictionary
- Do speeded trials with individual words
- Teach spelling rather than vocabulary
- Assume context clues are enough to yield precise word meanings

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Problems with Formal Definitions

- Most words have multiple definitions
- Formal definitions can have more complex words than word being defined – “scrub” to wash vigorously
- Can be misinterpreted out of context
“truncate” – to cut off
“She truncated the lights”



Context-based Instruction

- Teach vocabulary in the context of the books that children are reading
- Read alouds:
May also learn as well from hearing text. Has the advantage of getting linguistically rich and challenging material to children who have problems in word recognition.



Stahl, Richek, & Vandevier (1991)

- Read alouds:
- 6th grade children learned word meanings from read alouds at the same rate as they did from reading text themselves.
 - Suggests that listening to stories can be as rich a source of word learning as reading.



Context-based instruction

- Does more than help the child learn the definition of the word, but how it relates to other words it is used with.
- Helps develop rich semantic webs





Figure 1 Semantic map

Steele & Mills, 2011

Teaching words in semantic groups

- Bad People
 - Villain
 - Malefactor
 - Burglar
 - Embezzler
 - Miscreant
 - Cad
 - Rogue
 - scoundrel
- Red
 - Crimson
 - Scarlet
 - Pink
 - Blush
 - Ruby
 - Carmine
 - Sanguine



Making distinctions



- How is a villain like an embezzler? How are they different?
- How is crimson like scarlet? How are they different?

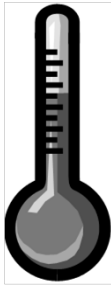
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Example of a word line for teaching a cluster of general vocabulary words

gruff	impassive	elated
disgruntled	stoic	ecstatic
dour	indifferent	buoyant
glum	detached	jubilant
somber	listless	exultant

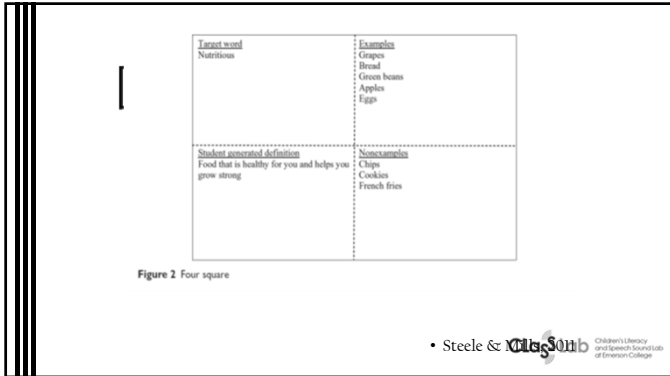
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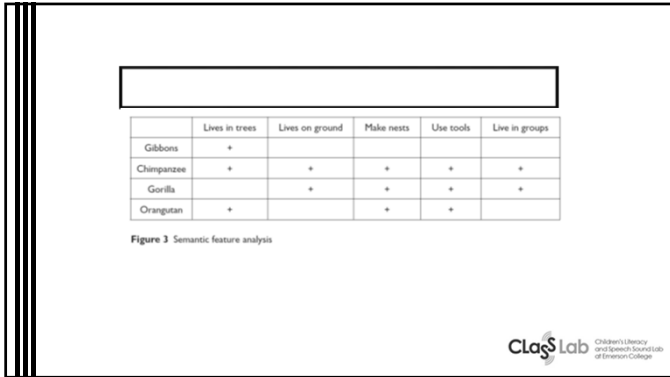
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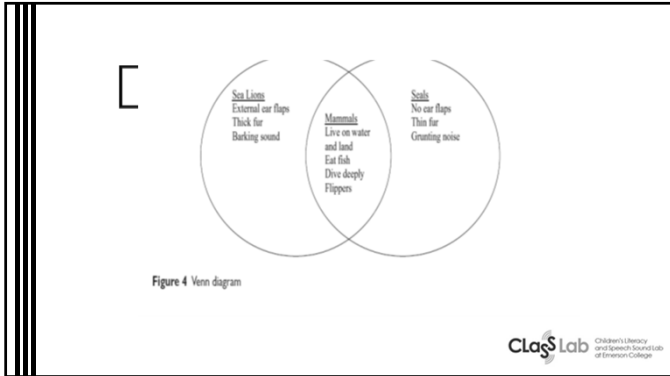


- Ecstatic
- Thrilled
- Cheerful
- Happy
- Pleased
- So-so
- Unhappy
- Sad
- Down
- Miserable

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Collaboration

- Collaboration among school-based professionals is considered to be a best practice (Ehren & Ehren, 2001; Snow, Burns, & Griffin, 1998).
- Collaborative approaches are necessary for successful classroom inclusion (Prelock, 2000)
- Speech language pathologists must collaborate with classroom and learning support teachers as well as reading specialists and other professionals who may be qualified to participate in a team-based teaching system (Yeager Pelatti, 2012)

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SLP and Teacher Collaboration Survey
(Kollia & Mulrine, 2014)

- 80% of SLPs report collaborating with the general education teacher
 - Reasons why teachers do not collaborate with SLPs:
 - It is unnecessary (70%)
 - It is inconvenient (15%)
 - They have no communication with the SLP (15%)
 - 12% of teachers reported never wanting to collaborate with the SLP
 - 62.9 % of teachers reported having minimal or no knowledge of what an SLP does!
- 100% of SLPs report collaborating with the special education teacher
- 60% of SLPs report collaborating with the OT

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Emotional support

- Encouragement
- Positive feedback
- Enthusiasm
- Scaffolding

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Recommended programs

- Ladders to Literacy
- Phonemic Awareness in Yong Children: A classroom Curriculum
- Intensive Phonological Awareness (IPA) Program
- Road to the Code
- Phonological Awareness Training for Treading
- The Lindamood Phoneme Sequencing Program for Reading Spelling and Speech
- Teacher-Directed Paths to Achieving Literacy Success
- Sound Partners






Thank you!

- kelly_farquharson@emerson.edu
- kyfarq@gmail.com
- www.facebook.com/classlabemerson
- www.classlab.emerson.edu

