

Instructional Leadership in Schools ↗

101 Ways to Help Children Communicate and Learn



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Part 1

Introductions ²

- ↗ Who are the presenters?
- ↗ What's our topic today?
- ↗ How will we organize our presentation?

Goals for this part of the session ³

- ↗ Why do we need 101 ways to help teachers and clinicians promote children's learning?
- ↗ Because children have lots of different kinds of problems in the classroom!



⁴ And sometimes, it makes teachers' and SLPs' jobs seem really bad....although realistically, just how bad are they?




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Our real problems –

28 Common Learning and Communication Problems in the Classroom

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Listening Comprehension



1. Paying attention
2. Following directions
3. Remembering things
4. Understanding things
5. Asking for repetitions

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Listening Comprehension



6. Developing word meanings
7. Understanding (new) main Ideas
8. Looking - communicating
9. Body Language
10. Answering questions

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Speaking



11. Responding in time
12. Asking for help
13. Asking questions
14. Using a variety of words
15. Finding the right word to say
16. Saying thoughts

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Speaking





17. Describing things
18. Staying on topic
19. Getting to the point
20. Putting events in order
21. Using poor grammar
22. Using incomplete sentences
23. Using short sentences

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Speaking

24. Expanding answers
25. Having a conversation
26. Talking in a group
27. Saying it differently
28. Getting upset

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So what can Teachers & SLPs do? ↗

At least 101 things!


12

A start on 101 ways

1. Make Language Visible—Act it out.
2. Responding is key! Use any possible response to encourage participation with yes/no, repetitions, choosing an answer.
3. Rephrase directions...and make children repeat in different ways.
4. Provide frequent feedback for as many of their verbalizations as possible.
5. Accept different levels of verbal responses
6. Change your voice (loudness and inflection) while talking

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7. Review key vocabulary before a lesson—pre-teaching is good!
8. Repeat instructions & check on students often. Keep directions simple & slower in rate.
9. Rephrase things often, e.g., “Put your finger on...” → “Touch the....”
10. Use frequent cueing strategies, including
 - Clear, visibly appropriate gestures
 - Model the response first
 - Provide a key word, carrier phrase, first sound,...something to get them started


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14




11. Provide advance strategies for homework
12. Ground language in a routine and act it out
13. Pre-teach vocabulary with word webs, elicit stored knowledge and schema—to build semantic networks
14. Announce changes in topic.
15. Use explicit transition comments when discussing multiple ideas...Help students predict change

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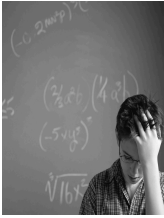


16. Post and review class rules, schedules, assignments, procedures, routines, etc. Use pictures & writing
17. Teach students to listen for specific bits of information to signal changes in routine
18. Make frequent checks for comprehension
19. Make children say the instructions or directions in their own words




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20. Intervene at points of breakdown. Don't let it just break down! Break it down yourself.
21. Remember the itsy-bitsy principle.
22. Teach time management and organization. Use calendars, written time schedules, and other reminders
23. Preview the topic of discussion or reading with focal questions that will be discussed later. “Prime the pump”



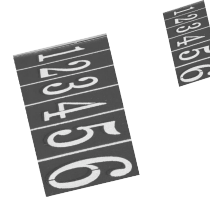
24. Teach students to wait when there are multiple questions, wait; present choices; use scaffolding.



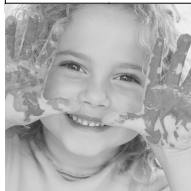
25. Take your time. Go slowly, being conscious of the bits and pieces they need. Remember, they often struggle with working memory so help them build capacity

26. Present choices to help build participation.

27. Examine your realistic expectations. Use smaller increments, review the increments in what you do, and have them state what they are doing.



28. Present as many alternative ways to answer questions as possible. Remember, when it comes to their comprehension. "I have met the enemy and he/she is me."



29. Kids hate to make mistakes so show children that mistakes are part of learning. It is your job to foster a sense of competence that let's them know mistakes are learning tools!

30. Make children aware of processing order, e.g., first, second, etc. Time sequencing is critical—the deep structure of time and task management.

1. 1, 2...30....only 71 to go!

31. Limit the number of ideas in a sentence — Mr. Rogers knew: single proposition utterances are easy.

32. Review daily routines often so expectations are known. Routines are essential to learning schema.

33. Use small groups with multilevel learners for all types of activities:
➤ Problem-solving,
➤ discussion,
➤ brainstorming




21

34. Control the sound in your room. Make sure that children can hear you!!!!!!!

35. Use as many visuals as possible, all amplification devices you can, **oversize print** and multiple colors.


36. Encourage children to establish their own expectations for behavior, learning, etc., with your guidance.

37. Present main ideas first so students become familiar with the content ASAP. Provide an overview (give them a good tour) so you set up expectations about how content will be presented.



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38. Use appropriate gestures.
Gesturing is key to welcoming new responses and showing students they are close and doing well. Clap for them (often) when they are doing well.

39. Rephrase things whenever possible, especially things that hold new content or change the topic.
→ By rephrasing, you offer a second chance to understand new content
Or to catch on to the new topic.

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40. Encourage verbal interaction between students.
When you ask students what is the most important rule in their classroom, they almost always say, "don't talk."
So encouraging verbal interaction may indeed be a challenge at first. Language is *meaning making for communication!*

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41. Write on the board what you have presented verbally. Help students see things in as many ways as possible.

42. Minimize visual and auditory distractions as much as possible



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43. Create a physical environment that facilitates classroom communication.
Really, take a good look at the many ways classrooms can impede communication.

44. Provide ongoing and consistent feedback... yesterday, today and tomorrow, always! They need to know where they stand.

45. Accept the student's level of performance in a positive manner. Sometimes, responses are indeed minimal, but they are still responses. Vygotsky, where are you when we need you?

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26


46. Give adequate time for responding.

47. Breakdown lessons to make them seem more manageable.

48. Allow students to wrestle with complex concepts out loud. They become more manageable then.

49. Expand on sentences using correct structure.

50. Provide bridges to past and present experience. Most things are about bridging and scaffolding.



26

27

6 Ways Language Facilitates Comprehending and Learning
Lindfors, 2001

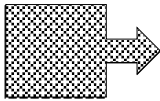
- Questioning
- Focusing Attention
- Making Understandings More Precise
- Making Understandings More Retrievable
- Reinterpreting Past Experience
- Going Beyond Present Personal Experience

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28

Five Simple Ideas About How to Help Children with Specific Targets

- ① Increase exposure to what's to be learned
- ② Increase its salience (highlight what's important)
- ③ Make implicit information explicit (especially process information)
- ④ Increase its impact (make it valuable to learn)
- ⑤ Increase the child's attention (e.g., make it a part of something fun, exciting,.....a fun relationship)



Onward to 101 ways!

- | | |
|---|--|
| 51. Frame responses so everyone participates | 55. Tell students the what and why of assignments in advance. |
| 52. Brainstorm ideas before giving assignments. | 56. Let children do most of the talking. Again and again, use routines to help them with this. |
| 53. Praise students for small accomplishments. | 57. Teach children how to make all kinds of requests, especially requests for help. |
| 54. Encourage self-evaluation, self-monitoring, and review often. | 58. Use guided and parallel questioning strategies. |

59. Brainstorm ideas and possibilities before giving assignments. Remember the Third Grade Art Phenomenon: Children are literal thinkers!
60. Praise students for small accomplishments and remember, praise students for small accomplishments.
61. Encourage self-evaluation and self-monitoring. This is really an art. They are the ones who need to take more control. Help them do that.
62. Make words come to life. Talk about words. Show that YOU love words. Encourage students, especially young students to build their very own word walls.



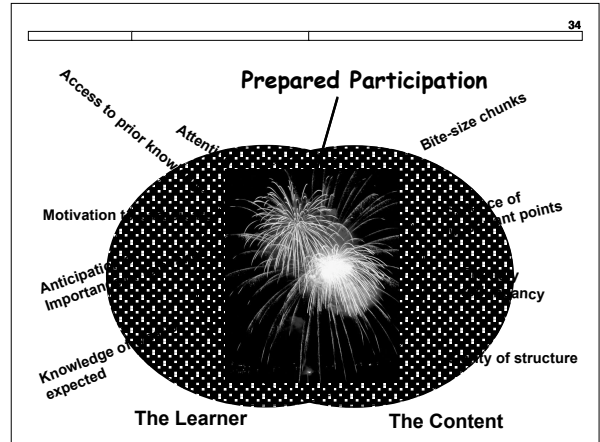
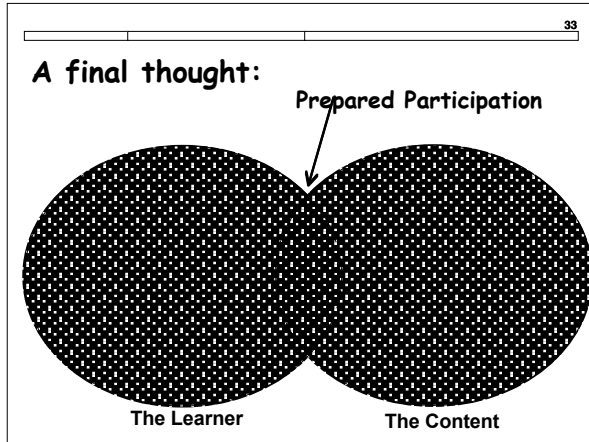
63. Use momentary conferencing. Allow one child to have a conference with another and provide one answer.
64. Intervene at points of breakdown. Don't let it just breakdown! Break it down yourself!
65. Relate... relate... relate, get under their skin. Coach them! That's your job.



A Few Final Ideas and Reminders

- | | | |
|-----------------------------|--------------------------|-------------------------------|
| 66. Problem Checklists? | 67. Question Checklists? | 68. Review and Remind Often |
| 69. Let Children Talk | 70. Teach Task Analysis | 71. Provide More Time |
| 72. Use Role Playing | 73. Use Multiple Colors | 74. Use Big Print |
| 75. Repeat and Rephrase | 76. Use Prior Knowledge | 77. Ensure Thinking Time |
| 78. Connect to Life | 79. Build Bridges | 80. Give Lots of Examples |
| 81. Prompt & Prompt | 82. Use Lots of Groups | 83. Good Eye Contact |
| 84. Use Story Starters | 85. Summarize Often | 86. Circumnavigate |
| 87. Model 2-3 Times | 88. Give Reasons Often | 89. Script Possible Responses |
| 90. Praise in Public | 91. Criticize in Private | 92. Provide Choices Often |
| 93. Use Practice Questions | 94. Clarify Sequence | 95. Focus on Strengths |
| 96. Ask "What's Important?" | 97. Develop Schema | 98. Promote Automaticity! |
| 99. Promote "Ownership" | 100. Exude Caring, and | 101. Sense of Competence |

FOSTER A SENSE OF COMPETENCE IN THE CHILD



- 35
- 6 Ways Language Facilitates Comprehending and Learning**
Lindfors, 2008
- Questioning
 - Focusing Attention
 - Making Understandings More Precise
 - Making Understandings More Retrievable
 - Reinterpreting Past Experience
 - Going Beyond Present Personal Experience
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- 36
- Making Sense of 101**
- Increasing Motivation**
 - Increasing Attention**
 - Increasing Participation**
 - Increasing Redundancy**
 - Increasing Information (Reducing Complexity)**
 - Making Things More Explicit (especially process)**
 - Modeling Responses (Behaviors)**
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SOLVING COMMON PROBLEMS

Analysis Questions?

1. Volume?
2. Do I get attention?
3. Do I reinforce good attending?
4. Do I speak too quickly?
5. Do I read with enthusiasm?
6. Do I stay on topic?
7. Do I control the noise level?
8. Do I check for attention?

PAYING ATTENTION



Ideas - Strategies

1. Hearing?
2. Reinforce attending behavior
3. Provide units on listening, listening ears & activities
4. Modify patterns of intonation, rate
5. Emphasize key ideas and concepts
6. Be aware of abrupt changes in topic and meaning.

101 Ways Continued - Part 2 (Wayne Secord)

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FOLLOWING DIRECTIONS

Analysis Questions?

1. Do I use familiar vocabulary?
2. Are my directions clear and simple?
3. Is he/she physically able to do task?
4. Do I probe for trouble spots?
5. Do I check for comprehension?
6. Do I repeat-rephrase directions?
7. Do I check for processing order?
8. Do I limit the number of ideas in a sentence?
9. Do I write on the board what I've said?



Ideas - Strategies

1. Make commands relevant to the environment
2. Practice appropriate routines: (sharpening pencils, stacking books, etc.)
3. Use manipulatives, and practice in small increments
4. Make children say instruction in their own words
5. Use multiple colors, and underlining
6. Use folded papers, circling, and big print
7. Teach recognition of directional cues
8. Teach concepts of time and order
9. Model sequence in routines often

2

REMEMBERING THINGS

Analysis Questions?

1. Do I restate the question?
2. Are questions short and simple?
3. Do I allow for processing time?
4. Do I establish a frame of reference?
5. Do I elicit background knowledge?



Ideas - Strategies

1. Establish links between old and new information
2. Introduce choices with visual cues
3. Teach "I don't know" is acceptable sometimes
4. Provide listening guides (listening questions during lectures)
5. Provide keyword reminders
6. Use student conferences
7. Scaffold ideas, relate personal experience

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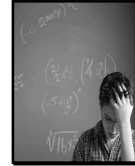
UNDERSTANDING THINGS

Analysis Questions

1. Do I restate the question?
2. Are questions short and simple?
3. Do I allow for processing time?
4. Do I establish a frame of reference?
5. Do I elicit background knowledge?
6. Do I preview the topic in advance?
7. Do I explain purpose, expectations?
8. Do I assume children understand me?

Ideas - Strategies

1. Establish links between old and new information
2. Introduce choices by framing answers
3. Break down lessons to make them more manageable
4. Provide processing time
5. Ask questions in a different way
6. Use student conferences
7. Review key vocabulary
8. Use parallel questions to frame participation



4

ASKING FOR REPETITIONS

Analysis Questions

1. Do I speak loudly enough?
2. Do I get attention?
3. Do I speak too fast?
4. Do I switch topics without signaling?
1. Do I control the noise level?
2. Do I cue important concepts?
3. Do I vary my vocal presentation?
4. Do I watch the # of ideas presented?

Ideas - Strategies

1. Hearing?
2. Mark important concepts appropriately
3. Watch your rate! Robin Williams or Mr. Rogers?
4. Propositional content and sentence length
5. Don't make bridging assumptions
6. Be pragmatic.. say you are changing topics
7. Be aware of abrupt changes in content
8. Clarify who, what, where, when, why, how



5

DEVELOPING WORD MEANINGS

Analysis Questions

1. Do I use familiar vocabulary?
2. Are my directions clear?
3. Do I establish a frame of reference?
4. Do I preteach vocabulary?
5. Do I elicit stored knowledge/schema?
6. Do I give examples & subtitles?
7. Do I teach a hierarchy of meanings?

Ideas - Strategies

1. Define key vocabulary in advance
2. Mark important concepts appropriately
3. Watch your rate! Robin Williams or Mr. Rogers?
4. Propositional content and sentence length
5. Don't make bridging assumptions
6. Be pragmatic.. say you are changing topics
7. Be aware of abrupt changes in content
8. Clarify who, what, where, when, why, how



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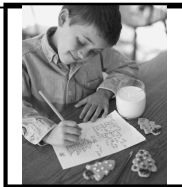
UNDERSTANDING (NEW) MAIN IDEAS

Analysis Questions?

1. Do I use familiar vocabulary?
2. Do I ask key concepts to be repeated?
3. Do I establish a frame of reference?
4. Do I teach the concept of "Main Idea?"
5. Do I provide multiple examples?

Ideas - Strategies

1. Use visual clues whenever possible
2. Use a process approach to discerning main ideas
3. "What is important?" - "Why are we doing this?"
4. "What are the supporting details?" (Chart them)
5. Distinguish fact from opinion
6. Use manipulatives to demonstrate key concepts
7. Use brainstorming groups to discuss new and main ideas



7

LOOKING - COMMUNICATING

Analysis Questions?

1. Do I provide opportunities to talk
2. Do I encourage social communication?
3. Do I model appropriate communication?
4. Do I teach good communication?

Ideas - Strategies

1. Provide units on listening, listening ears and activities
2. Videotape communication exercises
3. Provide modeling for effective communication
4. Discuss parameters of attention, listening, perspective taking



8

9


BODY LANGUAGE

Analysis Questions?

1. Do I talk about communication?
2. Is communication important?
3. Do I monitor my nonverbals?
4. Do I give feedback on nonverbals?

Ideas - Strategies

1. Teach units on body language
2. Take pictures and discuss various expressions, moods, etc.
3. Talk about communicating in various ways.
4. Talk, discuss, model, demonstrate, play communication games




ANSWERING QUESTIONS

Analysis Questions

1. Do I restate the question?
2. Is the question short and clear?
3. What are my expectations?
4. Do I allow sufficient time?
5. What kinds of questions do I ask?
6. Do I establish a frame of reference?
7. Do I introduce choices?
8. Do I restrict questions in any way?
9. How do I respond to questions?

Ideas - Strategies

1. Practice simple (noncomplex) responses
2. Use visuals so students can point to answers
3. Teach "I don't know" for some answers
4. Provide listening guides, organizers, key questions
5. Provide study guides
6. Repeat, rephrase, simplify
7. Prompt for prior knowledge
8. Present choices - concentrate on participation not correctness
9. Review types and purposes for questions
10. Model - demonstrate proper responding



10

11



RESPONDING IN TIME

Analysis Questions?

1. Do I provide enough time?
2. What are my expectations?
3. Type of questions posed?
4. Do I provide adaptations?
5. Do I introduce choices?
6. Do I facilitate, prompt, cue?

Ideas - Strategies

1. Ground responding in well-practiced routines
2. Use parallel questioning to facilitate prompt responding
3. Allow students to respond in teams.. help each other.
4. Rephrase, restructure (participation is key)
5. Any fast response is better than no response
6. Use a hierarchy of questioning strategies.
7. Script responses that can be made

12


ASKING FOR HELP

Analysis Questions?

1. What are my expectations?
2. Do I model questions to ask?
3. Do I show how to get help?
4. Do I allow sufficient time?
5. Do I provide practice?

Ideas - Strategies

1. Practice simple (noncomplex) responses
2. Providing what I need to know charts
3. Teach "I don't know" for some answers
4. Provide listening guides, organizers
5. Provide a Problem - Question Checklist
6. Assign a peer helper
7. Review types and purposes for questions
8. Model - demonstrate proper responding



13


ASKING QUESTIONS

Analysis Questions?

1. Do I encourage questions?
2. Have I modeled questions to ask?
3. Do I respond positively to questions?
4. Is my classroom a safe place?
5. Do I build on students' questions?

Ideas - Strategies

1. Play practical question games, Clue, 20 questions?
2. Teach specific lessons on "how to find out!"
3. Use student groups to improvise discussion questions
4. Provide what I need to know charts with questions shown
5. Teach the meaning of "being wrong" and importance of errors
6. Teach *requests*, e.g., clarification, help, action, information



14


USING A VARIETY OF WORDS

Analysis Questions

1. Do I introduce new vocabulary?	5. Do I facilitate vocabulary growth?
2. Do I use background knowledge?	6. Do I make words interesting?
3. Opportunities to expand vocabulary?	7. Do I provide "what-if" situations
4. Do I teach basic concepts?	8. Are vocabulary needs known?

Ideas - Strategies

1. Provide common objects for manipulation.
2. Do word webbing - networking activities.
3. Use word categories and categorization tasks
4. Use manipulatives to teach basic concepts
5. Write story impressions with key words
6. Use sorting and matching vocabulary games
7. Use flowcharting, theme-building
8. Teach alternative vocabulary through brainstorming activities



15


FINDING THE RIGHT WORD TO SAY

Analysis Questions?

1. Do I use facilitating prompts?
2. Do I provide retrieval strategies?
3. What are my expectations?
4. Do I teach the concept of restating?

Ideas - Strategies

1. Teach retrieval skills, association, visualization, rehearsal
2. Word webbing, semantic organizers, network builders
3. Talk about words and provide choices
4. Use visuals, objects, etc.
5. Identify key concepts in stories
6. Use flowcharting to organize concepts and ideas



16


SAYING THOUGHTS

Analysis Questions?

1. What are my expectations?
2. Do I encourage clarification?
3. Am I appropriately responsive?
4. Are we focused on the here and now?
5. Do I teach the concept of restating?
6. Do I provide sufficient time?

Ideas - Strategies

1. Participation is key
2. Model and prompt for even partial participation
3. Use story starters, plays, and conversations
4. Use process questioning to chain responses
5. Foster participation in familiar routines
6. Language experiences on high interest topics - dinosaurs



17

DESCRIBING THINGS

Analysis Questions

1. What are my expectations?	1. Do I teach the concept of restating?
2. Do I encourage elaboration?	2. Do I provide sufficient time?
3. Am I appropriately responsive?	3. Do I teach organizing & clarifying?
4. Are we focused on the here and now?	4. Do I use routines to foster description?

Ideas - Strategies

- Remember: Participation is key
- Verbal charades, object description
- Use story starters, plays, and conversations
- Use process questioning to chain responses - 20 questions
- Foster participation in familiar routines
- High interest vs. low interest topics - dinosaurs vs. new content
- Verbal games, video taping, modeling, working in teams
- Read - Say - Write

18

STAYING ON TOPIC

Analysis Questions

1. Do I encourage communication?	5. Do students work together or alone?
2. What are my expectations for topics?	6. How do I facilitate topic maintenance?
3. Who establishes the topics?	7. Awareness of pragmatics?
4. Are topics teacher or child centered?	

Ideas - Strategies

- Provide planned time for discussion and conversation
- Establish working discussion groups
- Provide topics that are familiar and within vocabulary abilities
- Provide adequate response time
- Allow students work in pairs and explain topics together
- Use turnabouts, attention focusing
- Use description, problem solving, enacting scenarios, or routines

19


GETTING TO THE POINT

Analysis Questions?

- What are my expectations?
- Do I provide sufficient time?
- Do I facilitate correct responding?

Ideas - Strategies

- Set boundaries for discussion
- Provide cues to limit content
- Use guided questioning to focus attention
- Use frequent reminders of topic



20


PUTTING EVENTS IN ORDER

Analysis Questions?

- Do I encourage conversation?
- What are the communication rules?
- Do I model proper order?
- Do I teach order-based concepts?
- Are my expectations reasonable?

Ideas - Strategies

- Model and demonstrate proper sequencing
- Allow students to work in pairs
- Use a variety of curriculum-base sequencing activities
- Segment stories and reconstruct or retell
- Use guided questioning, story flowcharting
- Graphically illustrate order in communication



POOR GRAMMAR

Analysis Questions?
Do I model appropriate grammar?

Ideas - Strategies
During instruction, model correct utterances

COMPLETE SENTENCES

Analysis Questions?
Do I redirect incorrect responses?

Ideas - Strategies
New forms - old functions

SHORT SENTENCES

Analysis Questions?
Do I focus on structure in old meaning?


Ideas - Strategies
Use high interest familiar content to model grammar

21

EXPANDING ANSWERS

Analysis Questions?
1. Do I encourage full communication?
2. Teacher or child centered?

Ideas - Strategies
1. Various grammatical programs available
2. Focus on meaning making first
3. Use of strength areas
4. Communication activities requiring elaboration
5. Barrier activities requiring greater specificity
6. Verbal matching exercises
7. Use cooperative groups to encourage greater elaboration
8. Use description, problem solving, enacting scenarios, or routines



HAVING A CONVERSATION


Analysis Questions?
Do I encourage communication?

Ideas - Strategies
Use discussion groups for all purposes.

22

TALKING IN A GROUP

Analysis Questions?
1. Do I facilitate interaction?
2. How do use communication?
3. What kind of classroom do I have?
4. Do I use communication to teach?
5. Physical Arrangements of my class?



Ideas - Strategies
1. Set high communicative expectations
2. Language is synergistic meaning making in communication
3. Design activities to create interaction, physical first
4. Teach meaning, problem solving, analysis and synthesis in groups
5. Organize the physical space to facilitate interaction
6. Provide planned sharing and discussion times
7. Cooperative learning, dialogue groups, editing, formulating

23

SAYING THINGS DIFFERENTLY

Analysis Questions?
Do I encourage alternative answers?

Ideas - Strategies
Model a variety of responses to questions

GETTING UPSET

Analysis Questions?
1. How to I handle student responses?
2. Do I reward innovation and difference?

Ideas - Strategies
1. Ask for different answers
2. Encourage group support and different vocabulary choices.
3. Provide support for any level of participation

24

How Can We Help Children Learn a Language Target?

- **Increase Exposure** to it (*repeat what's to be learned*)
 - **Increase its Salience** (*highlight what's important*)
 - **Increase its Impact** (*make it valuable to learn*)
 - **Increase the Child's Attention** to it (*make it fun, exciting*)
 - **Increase the Child's Motivation to Learn** it
- Make it Clearer! And Make it Matter!**

Top 10 Strategies Used by Highly Effective Teachers

- 1. Attention Strategies:** Strategies that direct a student's attention to the lesson, lecture or discussion.
- 2. Peer Support Strategies:** Strategies that use other students as models to guide, support or provide feedback during the learning process.
- 3. Response Expectation Strategies:** Strategies that provide alternate ways to demonstrate how curriculum content is learned.
- 4. Comprehension - Extension Strategies:** Strategies that give students additional practice or experience with curriculum content.
- 5. General Cueing Strategies:** Strategies that provide visual, auditory or other types of prompts to facilitate comprehension and memory.

More of the 10 Strategies Used by Highly Effective Teachers (Smith et al., 2003)

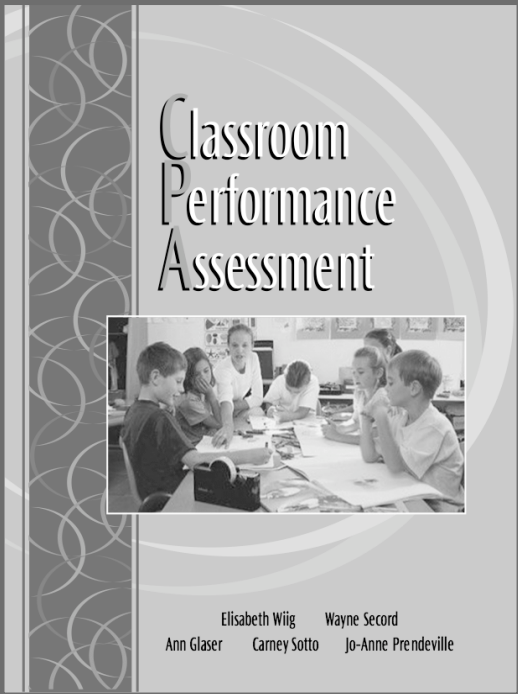
- 6. Schema Building:** Strategies that provide important background information (knowledge, content, scripts, routines) about a particular topic, content set, or discussion.
- 7. Confidence Building Strategies:** Strategies that encourage, reinforce or provide emotional support during the learning process.
- 8. Preplanning/Pre-organization Strategies:** Strategies that prepare a student in advance for curriculum content, i.e., strategies that shape response expectations, or provide an advance map of response expectations.
- 9. Practical Example Strategies:** Strategies that provide concrete examples to help students build upon existing knowledge.
- 10. Break-down- Simplification Strategies:** Strategies that simplify or break down complex information into more understandable ideas or concepts.

References

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101 Ways to Help Children Communicate and Learn
Top 28 Problems in Classrooms

No.		Social			Executive		
		Listening	Speaking	Comm	Reading	Writing	Functions
1	> Paying Attention	1		2	2		
2	> Following Directions	1			1		2
3	> Remembering Things	1			1		2
4	> Comprehending Information	1			1		
5	> Asking for Repetitions		1	2			
6	> Comprehending Word Meanings	1			1		
7	> Understanding New or Main Ideas	1			1		
8	> Looking and Communicating		1	1			
9	> Using Appropriate Body Language		1	1			1
10	> Answering Questions	1			1		
11	> Responding on Time		1				
12	> Asking for Help		1		1		
13	> Asking or Forming Questions		1			1	
14	> Using a Variety of Words.		1			1	
15	> Finding the Right Words to Say or Write		1			1	
16	> Saying or Writing Thoughts		1			1	
17	> Describing Things		1			1	
18	> Staying on Topic		1	2		1	
19	> Getting to the Point		1			1	
20	> Putting Events in the Proper Order		1			1	
21	> Using Poor Grammar		1			1	
22	> Finishing Sentences		1			1	
23	> Speaking in Short Sentences		1				
24	> Expanding on Answers		1			1	
25	> Engaging in Conversations		1	1			
26	> Speaking in a Group			1			
27	> Saying Things Differently		1	1		1	
28	> Getting Upset or Confused			1			2



**Classroom
Performance
Assessment**

Elisabeth Wiig Wayne Secord
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CPA

CLASSROOM PERFORMANCE ASSESSMENT

Summary of Communication Domains

*Elisabeth H. Wiig, Ph.D.
Wayne A. Secord, Ph.D.*

CPA COMMUNICATION DOMAINS 2009

READING	WRITING	LISTENING	SPEAKING	SOCIAL COMMUNICATION	EXECUTIVE FUNCTIONS
Emergent Skills	Emergent Skills	Listening Skills	Speaking Mechanics	Conversational Knowledge	Task Development
Reading Vocabulary	Writing Vocabulary	Listening Vocabulary	Speaking Vocabulary	Classroom Language Use	Organizing Tasks
Word Analysis	Text Structures	Comprehension and Analysis	Language Structure	Situation Specific Register	Managing and Changing Tasks
Reading Comprehension and Analysis	Language Structure	Classroom Directions	Organization and Formulation	Non-Verbal Communication	Self Regulation
Reading Applications	Writing Process and Organization	Classroom Discourse	Speaking Applications	Pragmatic Language Structure	Using Memory

READING

EMERGENT SKILLS	READING VOCABULARY
----------------------------	-------------------------------

WORD ANALYSIS	READING COMPREHENSION AND ANALYSIS	READING APPLICATIONS
--------------------------	---	---------------------------------

3

READING

1. Emergent Skills

- Phonological & Phonemic Awareness
- Print Knowledge & Print Conventions
- Book Knowledge and Book Handling Skills
- Story Knowledge (Story Grammars)

2. Reading Vocabulary

- Knowledge of Words & Concepts
- Ability to Extract Meaning from Text
- Moving from Referential to Relational Meaning
- Uses Meaning to Propel Abstract Usage

4

READING

3. Word Analysis

- Knowledge of Sound Symbol Relationships
- Knowledge of Alphabetic Principal > Broad Decoding Skills:
 - Consonants, Vowels, Diphthongs
 - Prefixes, Suffixes
 - Single, Compound Words (words, sentences)

4. Comprehension & Analysis

- Active Participation in Reading Process
- Applies Meaning-based Reading Strategies
- Engages in Purposeful Problem Solving

5. Reading Applications

- The Critical Interaction with Text Across Genres
- Ability to Compare, Contrast & Connect Information
- Employs Critical Thinking Skills to Get Information
- Reads to Get Information for a Variety of Purposes Critically

5

WRITING

EMERGENT SKILLS	WRITING VOCABULARY
--------------------	-----------------------

TEXT STRUCTURES	LANGUAGE STRUCTURE	WRITING PROCESS AND ORGANIZATION
--------------------	-----------------------	--

6

WRITING

1. Emergent Skills

- Includes Prewriting Skills & Letter Formation
- Knows and Prints Letters (Uses Invented Spellings)
- Writes Own Name, Copies Letters, Numbers, Shapes
- Holds Pen (Pencil) Correctly
- Begins (Writes) to Convey Meanings & Messages

2. Writing Vocabulary

- The Writer's Knowledge of Words which Includes:
 - Their Breadth and Depth of Knowledge
 - Knowledge for Different Genres
 - Literal and Non-Literal Usage
 - Concrete and Abstract Usage

7

WRITING

3. Text Structures

- The Array of Potential Types & Purposes for Writing
 - Includes Narrative & Expository Text
 - Journals, Notes, Poetry, Letters, etc.
 - Structures Determine Purpose, Audience, Context, etc.
- Causes the Writer to Make Appropriate Adaptations

4. Language Structure

- Refers Primarily to Levels of "Syntax Specific Knowledge"
 - Basic Level = Complete Sentences, SV, Tense, Order
 - Later on = Managing Complexity (relative clauses, subordinations, embedding, etc.)

5. Writing Process and Organization

- Planning for Writing and Topic Development
 - Includes Conceptualizing, Editing, Revising, etc, and
- Delivering a Product that is Contextually Correct, Including:
 - Appropriate Spelling, Grammar, Punctuation, Spelling

LISTENING

LISTENING
SKILLS

LISTENING
VOCABULARY

COMPREHENSION
AND
ANALYSIS

CLASSROOM
DIRECTIONS

CLASSROOM
DISCOURSE

9

LISTENING

1. Listening Skills

- Utilizes Active Listening Strategies (Pays Attention)
- Responds to Statements, Questions, Commands
- Focuses on Relevant Information
- Disregards Competing Stimuli or Other Distractions
- Has Good Eye Contact

2. Listening Vocabulary

- Has Essential Vocabulary Knowledge
- Understands a Variety of Word Meanings
- Recognizes Word Relationships (Relational Skills)
 - Synonyms, Antonyms, Homonyms, etc.
- Has Figurative Knowledge
 - Idioms, Humor, Sarcasm, Metaphors, etc.

10

LISTENING

3. Comprehension and Analysis

- Understands Meaning Extracted from Conversation
- Understands Meaning from Classroom Instruction
- Follows Topics, Distinguishes Main Ideas, etc.
- Draws Conclusions and Makes Inferences

4. Classroom Directions

- Follows Classroom Directions for a Range of Skills
- Has Schema for Routines (Directions in Routines)
- Draws Appropriate Inferences
- Forms Appropriate Questions

5. Classroom Discourse

- Understands Rules for Classroom Conversation
- Makes Inferences (What is Directly & Indirectly Said)
- Follows Cues, Peer-to-Peer Discourse, Takes Notes

SPEAKING

SPEAKING MECHANICS	SPEAKING VOCABULARY
-------------------------------	--------------------------------

LANGUAGE STRUCTURE	ORGANIZATION AND FORMULATION	SPEAKING APPLICATIONS
-------------------------------	---	----------------------------------

SPEAKING

1. Speaking Mechanics

- Articulation and Fluency
- Voice Features (loudness, pitch, stress, intonation)
- Matches Voice and Fluency to the Situation (Topic)
- Uses Appropriate Intonation to the Speaking Context

2. Speaking Vocabulary

- Has Sufficient Word Knowledge
- Supports Both Social and Academic Needs
- Expresses Ideas, Thoughts, Feelings Appropriately
- Talks About a Range of Ideas for Age & Grade
- Has Appropriate Academic Meaning-Making Skills
- Has Appropriate Social Meaning-Making Skills

13

SPEAKING

3. Language Structure

- Knows Rules for Appropriate Sentence Order, e.g.,
 - Uses Appropriate Syntax and Morphology
- Can Add Grammatical Complexity to Support Ideas
- Varies Structure to Support Academic and Social Intents

4. Organization and Formulation

- Plans Utterances Appropriated (Academic and Social)
- Organizes Utterances well for situation or context
- Forms and Conveys Thoughts with Relative Ease, Speech and Complexity

5. Speaking Applications

- Varies Language Choices Relative to Task Demands
- Participates Effectively in formal-Informal Situations
- Evaluates Information & Makes Effective Presentations
- Uses a Variety of Speaking Strategies

14

SOCIAL COMMUNICATION

CONVERSATIONAL KNOWLEDGE	CLASSROOM LANGUAGE USE
-----------------------------	---------------------------

SITUATION SPECIFIC REGISTER	NON-VERBAL COMMUNICATION	PRAGMATIC LANGUAGE STRUCTURE
-----------------------------------	-----------------------------	------------------------------------

15

SOCIAL COMMUNICATION

1. Conversational Knowledge

- Skills that Form the Foundation for Most Interactions
 - Includes dialogue with peers, teachers, groups, etc.
- Knows Basics Behind Most Successful Interactions
 - Includes Topic Initiation, Maintenance, Change, also
 - Includes Topic Termination - Clarification Strategies

2. Classroom Language Use

- Skills for Content-Based Classroom Conversations
- Speaking (talking) that is Curriculum-Based; includes
 - Language for Various Purposes
 - Interacts with Higher Order Thinking, and Includes:
 - Simple/Complex Expression, and Revision
 - Monitoring, & Academic Discussion & Questioning

16

SOCIAL COMMUNICATION

3. Situation Specific Register

- Communication Planned for a Variety of Partners in a Variety of Speaking Situations
- Fitting Communication into Appropriate Register, e.g., Style, Politeness, Attentiveness, Timing, Modification, and Adaptation Relative to Authority and Familiarity

4. Non-Verbal Communications

- Includes Various Dimensions, e.g., Stress, Intonation, Body Movement, Personal Space, & Eye Contact
- Essential for Cohesive Flow of Information
- NV Behaviors that Do Not Disrupt the Overall Process

5. Pragmatic Language Structure

- Use of Appropriate Syntactic & Semantic Choices
- Overlaps with Vocabulary, Stress, Intonation, etc.
- Speaker Carefully Monitors Oneself and Revises ¹⁷

EXECUTIVE FUNCTIONS

TASK DEVELOPMENT	ORGANIZING TASKS
-----------------------------	-----------------------------

MANAGING AND CHANGING TASKS	SELF REGULATION	USING MEMORY
--	----------------------------	-------------------------

EXECUTIVE FUNCTIONS

1. Task Development

- The Planning Phase of Most Schoolwork
- Involves Preplanning Steps Before Beginning a Task
- That is, Preplanning with the Original Goal in Mind
- Determining Specific & General Task Requirements
- Then Breaking it Down & Executing Step-by-Step

2. Organizing Tasks

- Organizing Initiates the Implementation Phase
- The Ability to Systematically Carry-out an Activity
- Involves On-Going Active Reflection on the Plan
- The Ability to Follow the Steps of the Plan Using a Sequential , Causal or Other Logical Approach

19

EXECUTIVE FUNCTIONS

3. Managing and Changing Tasks

- Requires Knowing the Steps to Begin Schoolwork
- The Ability to Move from One Task to Another
- Monitoring the Process and the Changes Needed
- Choosing Strategies to Work Through the Process


4. Self Regulation

- Monitoring Oneself RE: Steps, Goals & Outcomes
- One's Comprehension of the Situation or Task
- Ability to Stay Focused, Attend, Monitor, and Temper One's Responses and Remain in Emotional Control

5. Using Memory

- Ability to Recall Information, Directions, Content, etc.
- Memory is Important to Remain Engaged and use Previous Knowledge for Current Work Activities.

20



Classroom
Performance
Assessment

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CPA

COMMON CLASSROOM PROBLEMS

Analysis by Domain Component Areas

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	Listening Skills	Listening Vocab	Comp Analysis	Following Directions	Classrm Discourse
1 Appears lost or confused in school.	√				√
2 Has problems following directions.				√	
3 Has difficulty with likenesses and differences.			√		
4 Has trouble comprehending information.			√		
5 Has trouble paying attention.	√				
6 Has problems understanding word meanings.		√			
7 Has difficulty grasping key points or ideas.		√	√		
8 Has difficulty complying with my requests	√				
9 Has problems remembering things I say.					√
10 Doesn't seem to understand what I mean.			√		√
11 Doesn't seem to understand jokes or humor.			√		√
12 Asks for me to repeat what I have said.			√		
13 Doesn't look at me when I'm talking or teaching.	√				√
14 Has difficulty following classroom routines				√	
15 Trouble learning or remembering new words		√			
16 Learning how things go in order or sequence				√	
17 Knowing how word relate to other words		√			
18 Has difficulty remembering things.	√				
19 Has trouble understanding new meanings.		√			
20 Has difficulty connecting old and new information.			√		

SPEAKING PROBLEMS

- 1 Can't think of what to say when called upon.
- 2 Doesn't look at me when I'm talking or teaching.
- 3 Has difficulty answering questions in class.
- 4 Uses poor grammar when talking.
- 5 Acts like a much younger child.
- 6 Has difficulty thinking of the right thing to say.
- 7 Rarely starts a conversation with others.
- 8 Can't put ideas into words.
- 9 Doesn't participate in class discussions.
- 10 Uses or knows only a small number of words.
- 11 Takes a long time to explain things.
- 12 Is difficult to understand when talking.
- 13 Talks in an unusual way.
- 14 Appears awkward or shy when talking.
- 15 Says one thing then talks about something else.
- 16 Doesn't ask for help when it's needed.
- 17 Tries to avoid talking in class.
- 18 Really struggles to communicate.
- 19 Can't explain material we cover in class.
- 20 Has difficulty sequencing things in the right order.

	Speaking Mechanics	Speaking Vocabulary	Lang Structure	Organiz Formulation	Speaking Application
				√	
					√
				√	
			√		
√					√
				√	
					√
		√		√	
		√			√
		√		√	
√					
√			√		
√					√
				√	√
					√
					√
√					√
					√
			√	√	

SPEAKING PROBLEMS

- 21 Appears awkward or shy when talking.
- 22 Can't summarize ideas or information.
- 23 Has problems replying on time.
- 24 Struggles to ask or form questions.
- 25 Has trouble finding words to say.
- 26 Has problems getting to the point.
- 27 Has difficulty putting events in proper order.
- 28 Struggles to finish sentences.
- 29 Speaks in short or incomplete sentences.
- 30 Has difficulty expanding on answers
- 31 Has difficulty participating in conversations
- 32 Has difficulty speaking in a group.
- 33 Has problems saying things in different ways.
- 34 Often gets upset or confused when speaking.
- 35 Has difficulty staying on topic.
- 36 Has trouble saying some speech sounds
- 37 Difficulty with speaking rate, pitch or loudness

	Speaking Mechanics	Speaking Vocabulary	Lang Structure	Organiz Formulation	Speaking Application
					√
					√
				√	
		√		√	
	√				
					√
				√	√
			√		
			√		
					v
					√
					√
					√
					√
					√
√					
√					

SOCIAL COMMUNICATION PROBLEMS

- 1 Has a hard time talking with me.
- 2 Doesn't look at me when I'm talking or teaching.
- 3 Acts like a much younger student.
- 4 Has difficulty thinking of the right thing to say.
- 5 Rarely starts a conversation with others.
- 6 Acts inappropriately when talking with others.
- 7 Doesn't participate in class discussions.
- 8 Appears awkward or shy when talking.
- 9 Tries to avoid talking in class.
- 10 Really struggles when trying to communicate
- 11 Has problems getting along with others.
- 12 Avoids social interactions.
- 13 Distracts the class.
- 14 Has a hard time talking with adults.
- 15 Exhibits emotional outbursts.
- 16 Needs to be in control.
- 17 Is rude to others when talking.
- 18 Needs to be the center of attention.
- 19 Has trouble matching voice to the situation
- 20 Has difficulty staying on topic in social interactions
- 21 Uses inappropriate body language
- 22 Has difficulty speaking in a group.
- 23 Has trouble saying things differently
- 24 Gets upset or confused when talking.

Conver Knowldg	Classroom Lang Use	Situation Sp Register	NonVerbal Comm	Pragmatic Lang Struc
✓				
✓			✓	
✓		✓	✓	
✓	✓			
✓				
		✓	✓	✓
	✓			✓
		✓	✓	
	✓	✓		
✓				
✓		✓		
✓		✓		
			✓	
✓		✓		
			✓	✓
		✓	✓	
		✓	✓	
		✓	✓	
		✓		✓
✓	✓			
		✓	✓	
		✓		
				✓
			✓	✓

25

READING PROBLEMS

- 1 Has difficulty understanding the meanings of words.
- 2 Finds it difficult to grasp key points or ideas.
- 3 Has difficulty recalling ideas or facts in something read
- 4 Has problems comprehending what is read.
- 5 Has poor word attack skills.
- 6 Can't explain material we read in class.
- 7 Tries to avoid reading in class.
- 8 Can't summarize what is read.
- 9 Can't determine likenesses and differences.
- 10 Has trouble comprehending new information.
- 11 Has trouble following directions.
- 12 Has trouble paying attention
- 13 Has difficulty getting the main idea in reading
- 14 Has trouble remembering details in what is read
- 15 Has difficulty sounding out words
- 16 Has difficulty with word recognition and decoding
- 17 Has difficulty comprehending written directions.
- 17 Has limited awareness of print or letters
- 18 Has limited knowledge of books or stories
- 19 Has difficulty rhyming sounds or words.
- 20 Has poor phonological or speech sound awareness.

Emergent Skills	Reading Vocab	Word Analysis	Reading Comp	Reading Applicate
	✓			
	✓		✓	
			✓	
			✓	
		✓		
				✓
				✓
			✓	
			✓	
			✓	
	✓		✓	
			✓	
		✓		
		✓		
			✓	
✓				
✓				
✓				
✓				

26

WRITING PROBLEMS

- 1 Writes in a sloppy or disorganized manner.
- 2 Has poor writing mechanics.
- 3 Makes many grammatical errors in writing.
- 4 Has difficulty spelling words correctly.
- 5 Has trouble sequencing things in proper order.
- 6 Has difficulty recognizing errors in writing.
- 7 Has difficulty writing things a different way.
- 8 Has problems editing or revising work
- 9 Has difficulty writing complete sentences
- 10 Has problems putting thoughts on paper
- 11 Has problems organizing and planning written work
- 12 Has difficulty describing things in writing
- 13 Has problems using a variety of words.
- 14 Has difficulty finding the right words to write.
- 15 Has difficulty staying on topic.
- 16 Has difficulty getting to the point in writing.
- 17 Has problems finishing sentences.
- 18 Writing appears to be mostly short sentences.
- 19 Has limited writing fundamentals
- 20 Difficulty forming letters and letter combinations

Emergent Skills	Writing Vocab	Text Structures	Language Struct	Process Organiz
				√
				√
			√	
				√
				√
				√
		√		√
				√
			√	
			√	√
		√		√
	√			
	√			
				√
		√		√
			√	
			√	
√				
√				

EXECUTIVE FUNCTION PROBLEMS

- 1 Seems lost or confused in school.
- 2 Has difficulty following directions.
- 3 Has problems paying attention.
- 4 Has difficulty remembering things I say.
- 5 Trouble recalling ideas or facts.
- 6 Does work in a disorganized way.
- 7 Has problems remembering things in class.
- 8 Makes the same mistakes over and over again.
- 9 Doesn't ask for help when it's needed.
- 10 Has trouble sequencing things in proper order.
- 11 Distracts the class.
- 12 Exhibits emotional outbursts.
- 13 Is not interested in classroom activities or work.
- 14 Needs to be in control.
- 15 Does not come to class prepared.
- 16 Loses things.
- 17 Is rude to others when talking.
- 18 Needs to be the center of attention.
- 19 Has problems using appropriate body language.
- 20 Has problems responding on time.
- 21 Gets upset or confused easily.
- 22 Is impulsive.
- 23 Has difficulty remembering what is spoken or read.
- 24 Has trouble starting a written assignment or task.
- 25 Has difficulty planning written assignments
- 26 Has difficulty organizing written work.

Task Developmt	Organiz Tasks	Manage Chg Tasks	Self Regulation	Using Memory
			√	
√				√
√			√	
				√
	√	√		√
			√	
			√	
		√		
	√	√		
			√	
			√	
			√	
			√	
			√	
			√	
			√	
			√	
			√	
			√	
			√	
			√	√
√				
	√			
	√	√		

Becoming an Effective Consultant

Key Elements of Instructional Leadership

Elisabeth H. Wiig, Ph.D.
Wayne Secord, Ph.D.
Rebecca McCauley, Ph.D
Steve Griffin, M.A..
Michael Towey, M.A.



Becoming an Effective Consultant

They Put First Things First So ... Remember ...

1. You are a CONSULTANT and a CLINICIAN

It's Time to learn what a good consultants do!

Time to develop a consultation schema

MOST CLINICIANS ONLY DO THERAPY!

YOU will produce results through consultation

2. Just What Do Good Consultants Do?

- They identify their client's key needs
- They solve problems their clients can't solve
- They "profit" from their efforts
- They market their services effectively

Becoming an Effective Consultant

3. Good Consultants Solve Problems in Multiple Ways
 - They consider all other options first
 - They think - “What will therapy actually accomplish?”
 - Who should be my intervention “Agents”?
 - How will therapy succeed without consultation?
4. Good Consultants Know Who All of their Clients Are:
 - ◊ Child ◊ Teacher ◊ Parent ◊ Principal
5. They Change Their Entry and Annual Review Procedures
 - They Say goodbye to “Refer, Test, and Place”
 - Referrals go through teams first
 - Assessments focus on the classroom first
 - IEPs stress *educational* outcomes
 - They Revise “ugly” (test-based) IEPs ASAP

Becoming an Effective Consultant

6. They reduce the “Effective Size” of their caseload by
 - Identifying candidates for consultative services
 - Identifying candidates for combined services
 - Identifying “clinical” cases - (Therapy Cases *Only*)
 - Developing more flex (consultation) time
7. They design a new “Total Intervention” program
 - One built on collaborative inputs
 - One that all stakeholders can describe their roles
 - One with educational outcomes
 - One that has a long-term plan
 - One responsive to classroom needs
 - One that has a GENERALIZATION PLAN, and
 - One you would design for your own child

Collaboration

(Collaborative - Consultation)

1. Provides multiple views (perspectives)
2. Is essential to the concept of “team”
3. Is important for determining communication needs
4. No **TEST** has all the answers
5. Shared participation breeds shared ownership
6. Facilitates instruction (media, settings, participants)
7. Multiple solutions can be generated
8. Brings professionals together (common goals)
9. Multiple Instructional agents facilitate participation
- 10. COMPLIMENTARY KNOWLEDGE PROVIDES THE LEVERAGE NEEDED TO ACHIEVE GOALS**

Becoming an Effective Consultant

8. They Produce Effects (Results) Everyone Can See
 - Results participants helped to plan (and will embrace)
 - Results in which participants had an instructional role
 - Results that will make a difference in school
 - People have a “Results Oriented Mentality”
9. They are Concerned with Quality
 - So Define what quality is
 - Describe your process that produces it
 - Define your own strengths and weaknesses
 - Get the knowledge & skills you need to grow
 - “Constant Improvement - knowledge/skills”
 - In your own profession
 - Cross-over knowledge and skills

Becoming an Effective Consultant

10. Good Consultants Know Their Child's World
 - Understand classroom difficulties and needs
 - Get his teacher's and parent's perceptions
 - Make the child (client) a consultant too
 - Develop a case history
11. They Build on Strengths vs. Teaching to Deficits
 - They Learn the real value of standardized tests
 - They know their clients interests and strengths
 - They are student-centered vs. clinician centered
 - What makes language easy or hard to learn?
12. They foster a Sense of Competence in their Clients
 - In their children
 - In their teachers and administrators
 - In their parents

Becoming an Effective Consultant

13. They Adopt a Process vs Product Orientation
 - Coping, compensating & learning strategies
 - Skills that are critical to daily performance
14. They Engender a Participatory Work Style
 - They stop acting like an expert all the time
 - It's COLLABORATIVE consultation!
 - They make others their consultant too
 - That means learning to be a consultee first
 - They build bridges to others (They Go to Them)
 - They empower others and become empowered
 - They remember: foster a sense of *what!*
15. They Don't Water Down Our Profession
 - Good consultation takes time (make time)
 - Good therapy takes time to plan
 - Good intervention does not come in a spray can

Becoming an Effective Consultant

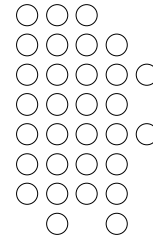
16. So It's Time for YOU to Stop Being a Victim
 - Stop setting yourself up to be victimized
 - Be realistic (about old and new paradigms)
 - Change is difficult & slow for most everyone
 - Paradigm shifts are simply inevitable
17. Its time to Become a LEADER
 - So Learn what leaders do; Make yourself visible!
 - Become a visible presence in your work setting
 - Become an effective "communication" leader
 - Make "communication & literacy" come alive
 - Instill a language/communication ethic in everyone
 - Develop a monthly newsletter - They Need Ideas!
 - Focus on Grades K and 1 Especially
 - Print, Meaning, Sound, Story & Talk
 - *Remember* - "An ounce of prevention"

Becoming an Effective Consultant

17. So It is Time for YOU to Become a Leader (Continued)
 - Leaders provide readings for others
 - Leaders make presentations in faculty meetings
 - Leaders get a real handle on Early Literacy
 - Leaders say: "Print, Meaning, Sound, Story & Talk"
 - Communication is what? - Language is what?
 - Listening
 - Speaking **You** Share these
 - Reading With Everyone
 - Writing
18. **JUST DO IT! - JUST DO IT ! - JUST DO IT!**
 - Real change requires a long-term plan
 - Ask yourself, "where will I be in 3 years?"
 - "What CAN IT BE LIKE HERE next year?"
 - REMEMBER! "I have met the enemy and he is me"

***101 Ways to Help Children
Communicate & Learn
Practical Strategies Continued***

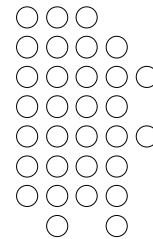
**Steve Griffin, M.A.
Adjunct Instructor
The Ohio State University
Handout 6**



**101 Ways Continued:
Practical Consultation and
Intervention Strategies For Helping
Struggling Readers**

**Handout
64th Annual OSHLA Convention
Building Bridges: Communication Across the Lifespan
Columbus, Ohio
3/12/2010**

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The Reality We Face

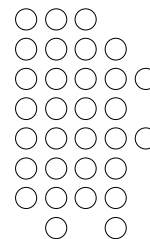


“The most expensive burden we place on society is those students we have failed to teach to read well. The silent army of low readers who move through our schools, siphoning off the lion’s share of resources, emerge into society as adults lacking the single prerequisite for managing their lives and acquiring additional training. They are chronically unemployed, underemployed, or unemployable. They form the single largest identifiable group of those whom we incarcerate, and to whom we provide assistance, housing, medical care, and other social services. They perpetuate and enlarge the problem by creating another generation of poor readers.”

Fielding, L. et al (1998). The 90% reading goal, p. 6-7. Kenwick, WA: National Reading Foundation

What Do We Know?

Poor readers at the end of first grade are at very significant risk for long term academic difficulty.



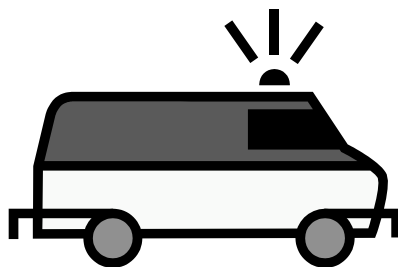
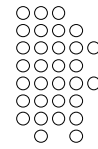
What Do We Know?



The literacy achievement of students is directly correlated to these two things...

1. The number of educators who understand the sequential skill development of reading and know how to teach kids the necessary skills to become fluent readers
2. A school's capacity to transition from the discrepancy model and replace it with model emphasizing early intervention, frequent progress monitoring and increasingly intensive research based instruction and interventions.

WE MUST HAVE A SENSE OF URGENCY!

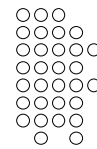


Proactive vs. Reactive
Prevention vs. Remediation

WE MUST DISCARD THE WAIT TO FAIL MODEL!



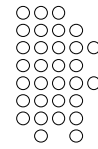
Preventative Approach to Reading Instruction



Based on Three Bedrock Beliefs:

1. All but a few children can be taught to read proficiently.
2. Prevention of reading difficulties in kindergarten through first grade is far more cost effective and efficient than remediation in later grades.
3. Relying upon research findings about assessment tools and the components of effective instruction can prevent reading failure.

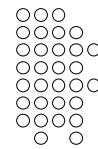
Preventative Approach to Reading Instruction



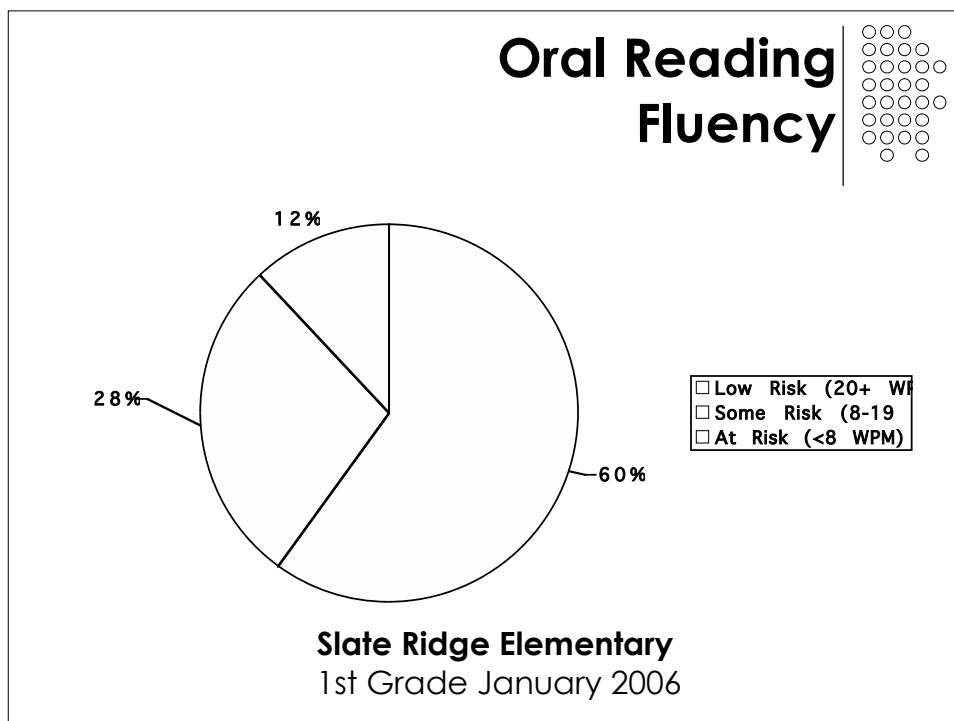
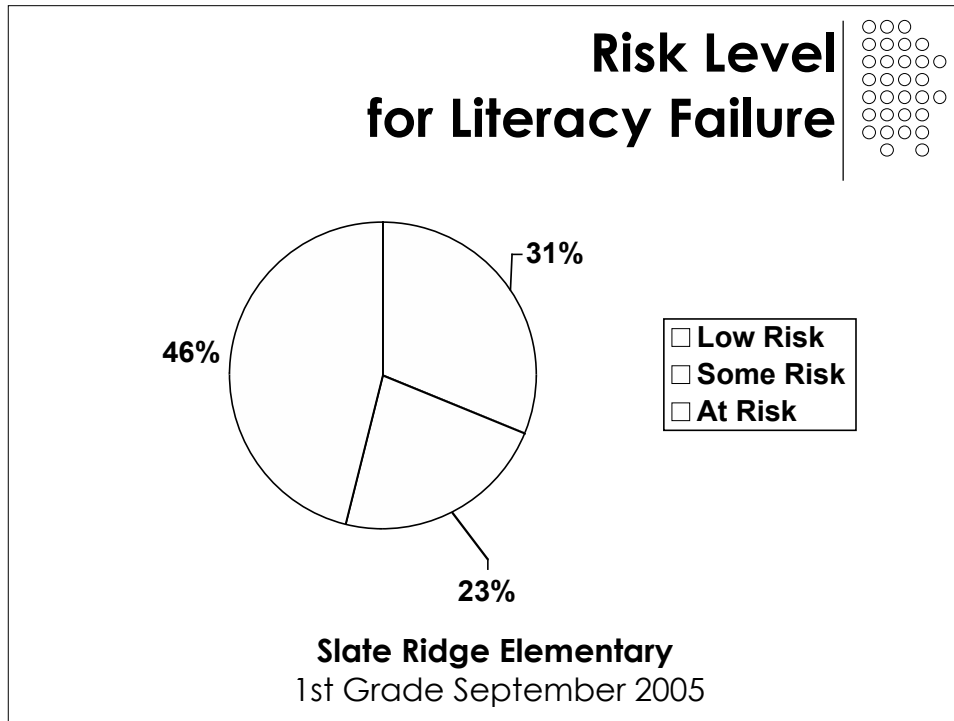
We know more than ever about how students learn to read, and what happens when reading doesn't come easily. In order to put research into practice, a school will need to implement three things...

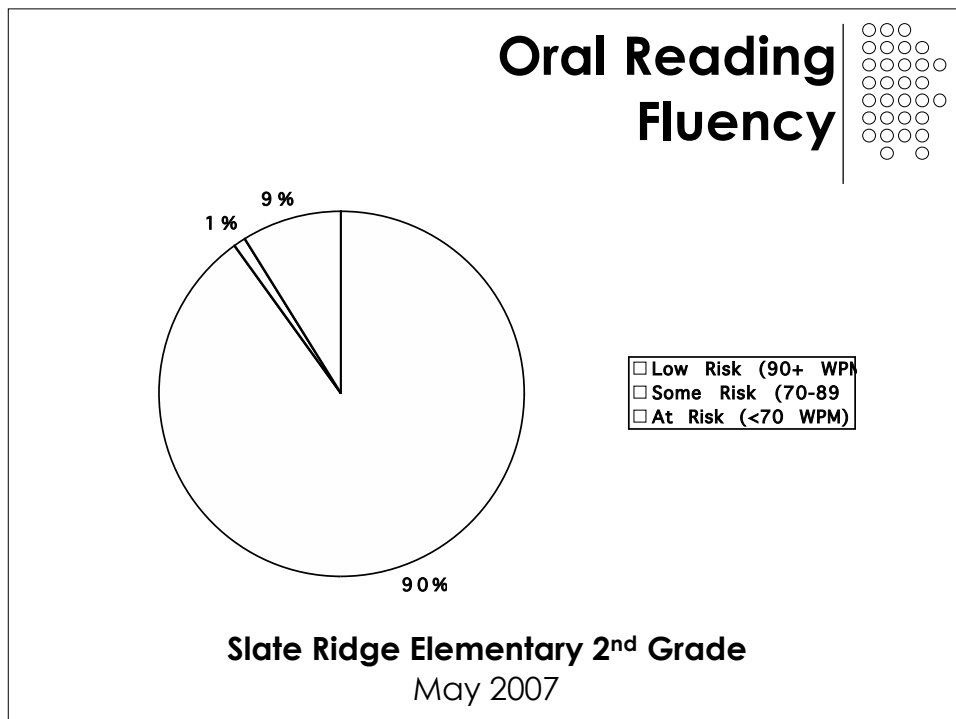
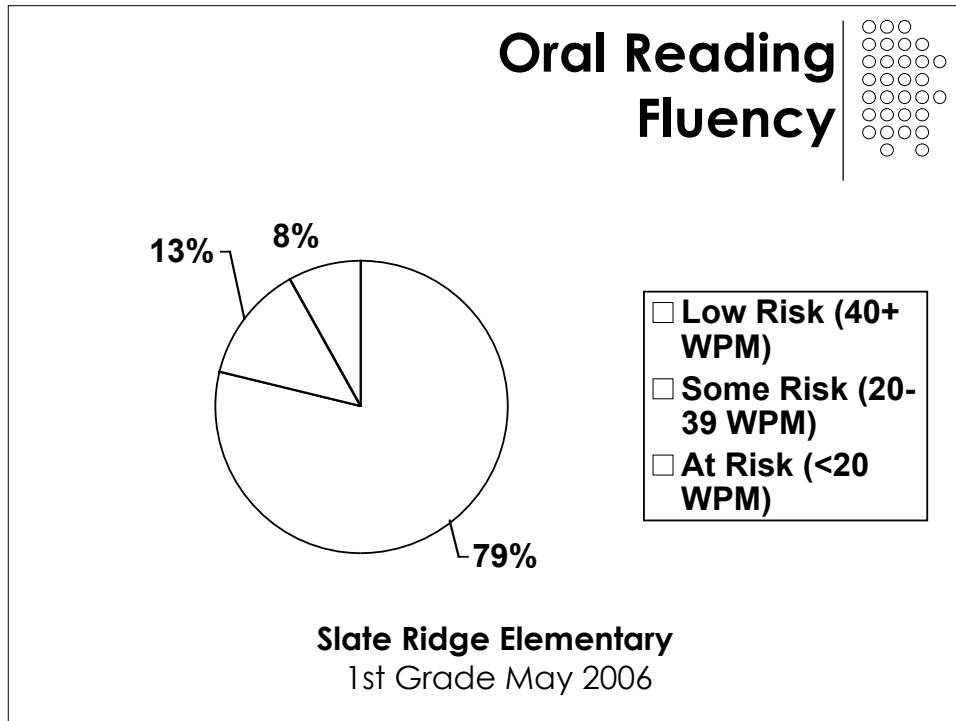
From Theory to Practice

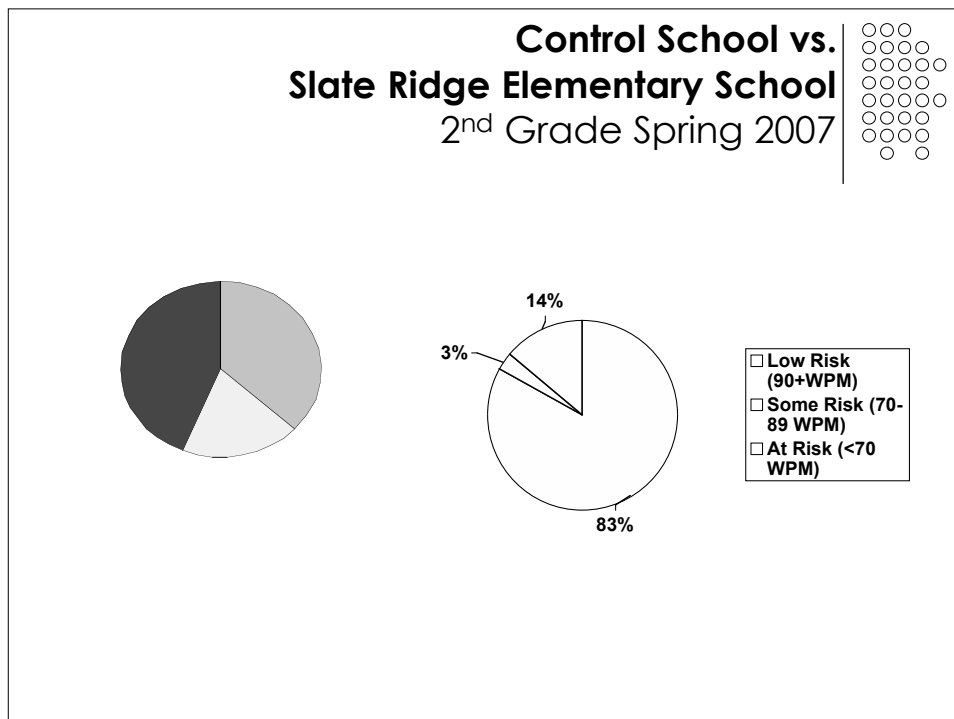
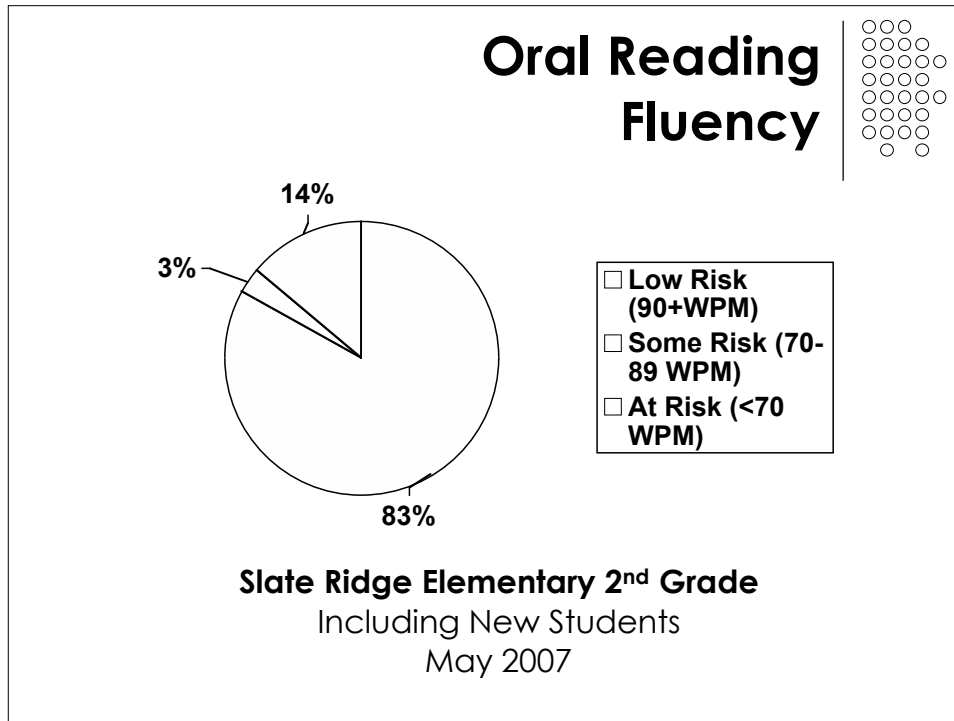
Three Essential Components



1. A systematic process for periodically screening all students in kindergarten through fifth grade to determine which students are not meeting critical milestones in early literacy.
2. Procedures to provide data-informed intervention instruction in small groups when a student's scores on the screening indicate he is at-risk for later reading difficulty, or already experiencing difficulty.
3. Continued progress monitoring to ensure that the instruction is helping and that the struggling student stays on track once he reaches benchmark.







So what's holding you back?



Why Not Us?

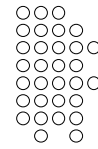


Not Enough Training

Although many SLPs did not receive formal literacy training through their graduate educations, there are a number of opportunities to gain knowledge now!

- OSSPEAC
- OSLHA
- ASHA
- Collaborate

Why NOT Us?



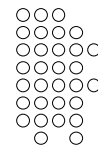
Our Caseloads Are Too High

- Take a closer look at your numbers.

Remember, there has to be adverse impact on education in the identified area(s) of impairment to qualify for your services – not every kid with an /r/, /l/ or /s/ should qualify.

- Start small! Work on literacy skills with your language groups and keep data.
- You can also serve in a consultative role.

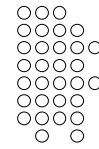
What Can We Do?



Possible Roles

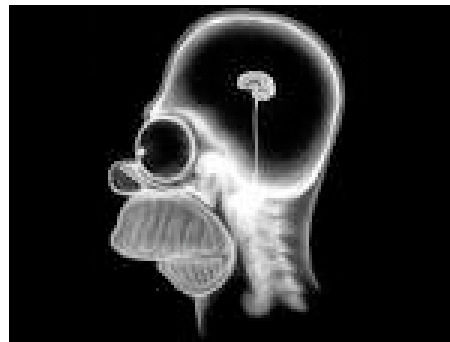
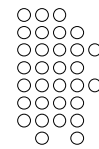
- Planning team member
Develop school-wide language and literacy programs
- Consultative partner in the regular classrooms
Co-teach whole class language instruction
- Direct service intervention provider
Execute intervention groups
- Training teachers, parents and administrators
The more people to help, the better!
- Be a District and State advocate for early literacy

You ARE Valued

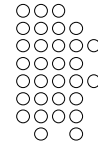


- According to ASHA's National Outcome Measurement System (NOMS), "data indicates that more than 70% of teachers who responded to a survey believed that students who received SLP services demonstrated improved pre-reading, reading or reading comprehension skills".

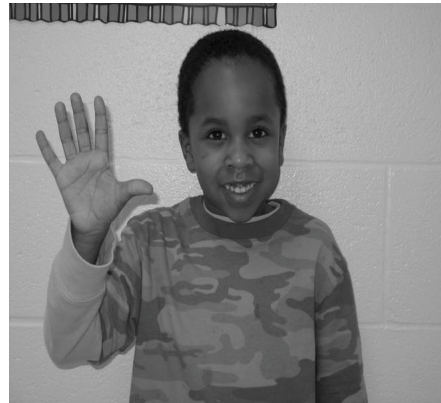
What Do We Need To Know?



5 Big Ideas in Reading

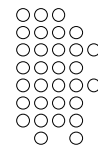


1. Phonemic Awareness*
2. Alphabetic Principal*
 - Basic Code
 - Advanced Code
3. Fluency*
4. Vocabulary
5. Comprehension



(14 of 72)

Subskills Necessary to Reading



Information obtained from [Reading Reflex](#) by Carmen and Geoffrey McGuiness.

1. Ability to scan text from left to right.
2. Ability to match visual symbols to auditory sounds, such as the symbol <t> = the sound /t/.
3. Ability to blend discrete sound units into words.

Subskills Con't



4. Ability to segment words into sounds.
5. Ability to understand that sometimes two or more letters represent a sound.
6. Ability to understand that most sounds can be represented in more than one way.
7. Ability to understand that some components of the alphabetic code can represent more than one sound.

Advanced Alphabetic Code



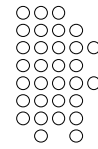
Code Variation:

Goat, Toe, Row, Dough, Most, Note

Code Overlap:

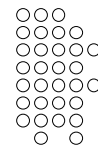
Cow Tow Steak, Read, Bread

Sorting Answers Based on Alphabetic Principal



tic	taps	boat	limits
tip	stop	said	insist
hit	stamp	show	temper
map		snow	mention
tap		great	
		steak	
		dough	
		through	

Duwayne's Work Sample



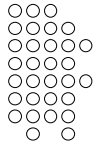
List One

Tap – Tap
Rub – Rub
Sat – Sat
Flip - Flip
Stamp - Stamp
Skip - Skip
Drops- Drops
7/7 = 100%

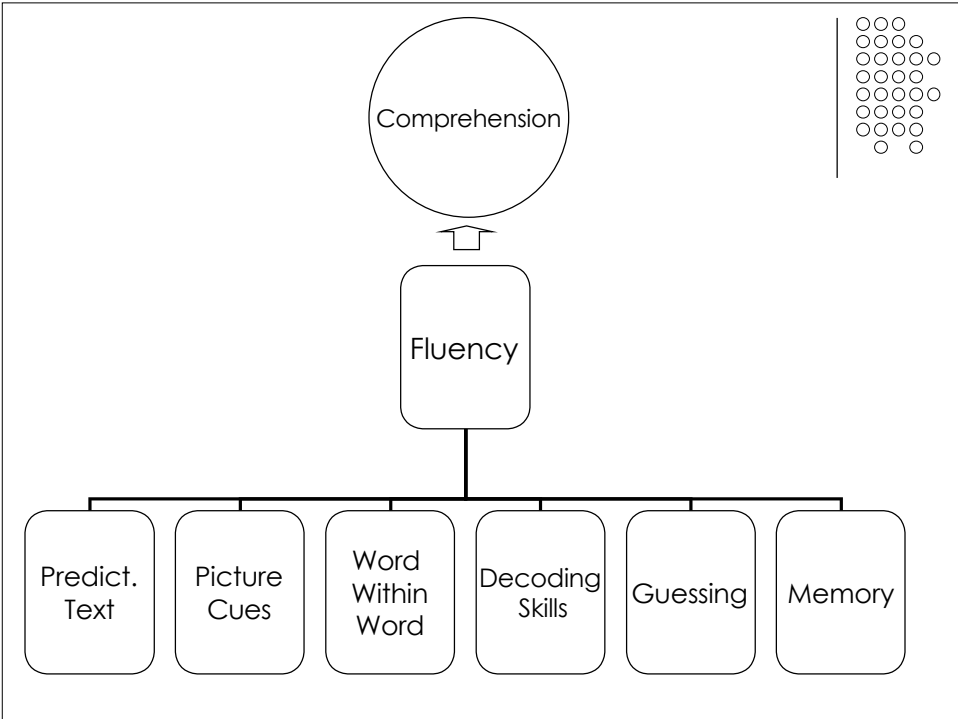
List Two

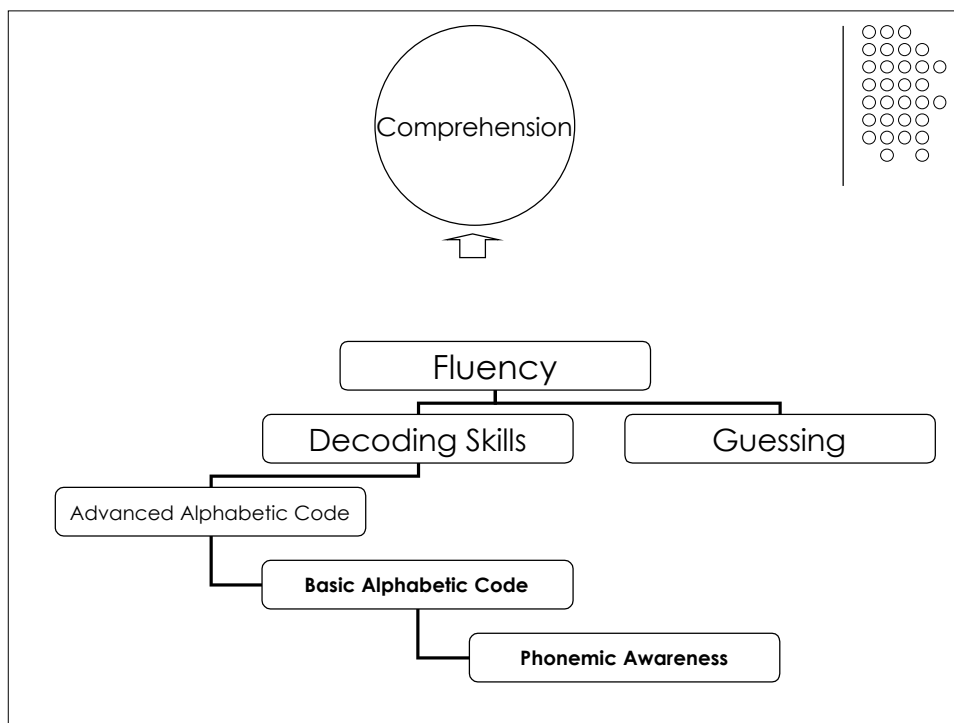
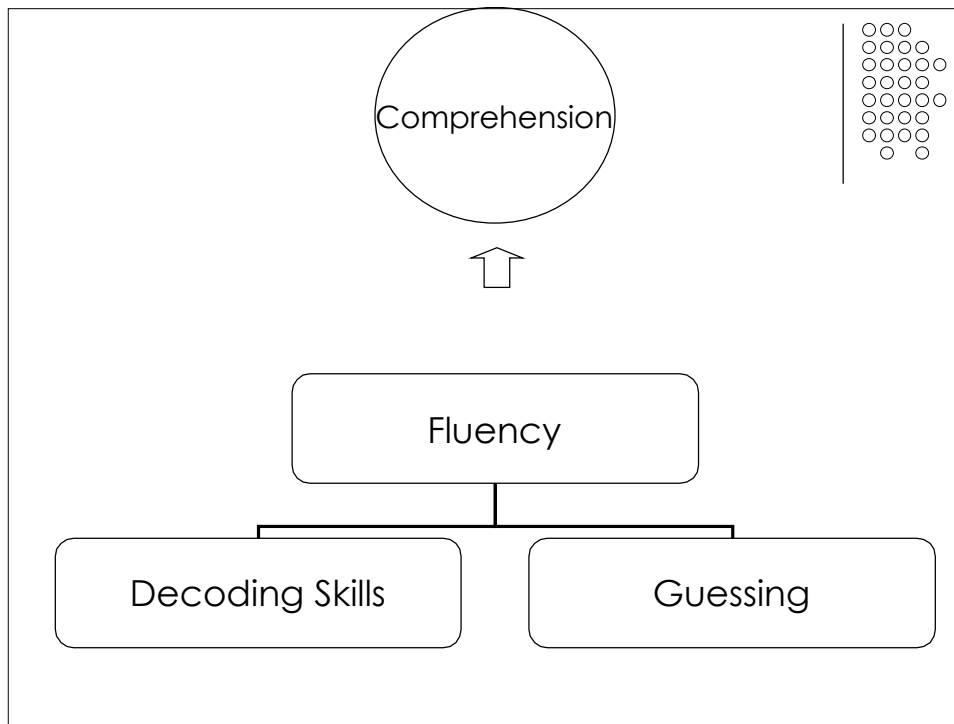
Boat – Boot
Toe - Tow
Said - Said
Steak - Stack
Snow - Sno
Dough - Dow
Through – Therw
1/7 = 14%

Elizabeth's Work Sample



<u>List One</u> Tap – Tap Rub – Rub Sat – Sat Flip – Flip Stamp – Stamp Skip – Skip Drops – Drops 7/7 = 100%	<u>List Two</u> Boat – Bout Toe – Teo Said – Said Snow – Snow Dough – Dow Steak – Stacke Through – True 2/7 = 29%
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Activities and Consultation Strategies at Work



www.readingresource.net

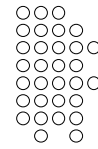
1. Phonemic Awareness
2. Basic Code
3. Advanced Code
4. Reading Fluency

25 words make up 33% of the words you read!



the	I	he	with	on
and	in	you	her	at
a	was	for	she	have
to	that	had	his	but
of	it	is	as	me

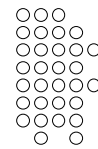
General Research Findings Con't



- 107 words make up over 50% of the words you read!
- 930 words make up 65% of the words you read!
- 5,000 words make up 80% of the words you read?
- 13% of words occur only once in one million words

(Zeno et al., 1995)

Basic Code Stories



PEG THE HEN

www.starfall.com

Peg is a red hen. Peg gets set to go. Peg gets in a jet. The jet is fast. Peg gets wet. The jet gets into a web. Peg falls and falls. Peg falls into bed.

Advanced Code Stories



Goats Go Slow

www.readamerica.net
www.readinga-z.com

Goats go slow. They can't help it, but it is so. If you have a goat that you want to go fast, there is something that you need to know.... Goats go very, very slow!

Cited References



ASHA's Literacy Gateway <http://www.asha.org/public/speech/development/default-literacy.htm>

Francis, D. J., Shaywitz, S. E., Stuebing, K. K., Shaywitz, B. A., and Fletcher, J. M. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. *Journal of Educational Psychology*, 88(1), 3-17

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first to fourth grades. *Journal of Educational Psychology*, 80(4), 437-447

McGuiness, Carmen, and Geoffrey McGuiness Reading Reflex: The Foolproof Phono-Graphix Method For Teaching Your Child to Read. New York: Fireside, 1999

Shaywitz, S.E., Fletcher, J.M., Holahan, J.M., Schneider, A.E., Marchione, K.E., Stuebing, K.K., Francis, D.J., Pugh, K.R., and Shaywitz, B.A. (1999). *Persistence of dyslexia: The Connecticut longitudinal study at adolescence*. *Pediatrics*, 104(6), 1351-1359

OSHLA Convention 2010
Practical Consultation and Intervention Strategies at Work
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25 Ways to Help Children Learn To Read
www.readingresource.net

PHONEMIC AWARENESS

Explicitly Teach Blending & Segmenting



All Phonemic Awareness resources can be downloaded from
<http://www.readingresource.net/phonemicawarenessactivities.html>

- 1) Night Lights
- 2) Bingo Chip Segmentation
- 3) "I'm Thinking of a Word"
- 4) Graphing Sounds (Center Activity)
- 5) Silly Putty

ALPHABETIC PRINCIPLE

Explicitly Teach Basic and Advanced Alphabetic Code



All Basic Code resources can be downloaded from
<http://www.readingresource.net/readingactivities.html>

Basic Code

- 1) Flower Games (CVC, CVCC, CCVC)
- 2) Paint Samples



All Advanced Code resources can be downloaded from
<http://www.readingresource.net/readingactivities-ll.html>

Advanced Code

- 3) Advanced Code Flash Cards
- 4) Long Vowel Sound Card Games
- 5) Home-School Programming
 - o *Grocery List*
 - o *Home-School Search*
 - o *Sound-School Search*
 - o *Sound Categories*

FLUENCY

Intentionally Teach Reading Fluency



All Fluency resources can be downloaded from
<http://www.readingresource.net/readingfluencyactivities.html>

- 1) Repeated Reading Method One-on-One
- 2) Repeated Reading Method Small Group
- 3) Repeated Reading Method Center Activity
- 4) Fluency Builder Passages
- 5) Fluency Phrases

VOCABULARY

Teach Relational Vocabulary



All Vocabulary resources can be downloaded from
<http://www.readingresource.net/vocabularyactivities.html>

- 1) Teaching Vocabulary
- 2) Synonyms
- 3) Antonyms
- 4) Homophones
- 5) Compound Words/Contractions

COMPREHENSION

Make Abstract Thinking Concrete



All Comprehension resources can be downloaded from
<http://www.readingresource.net/strategiesforreadingcomprehension.html>

- 1) Making Connections and Creating Mental Images (Visualizing)
- 2) Questioning
- 3) Inferring
- 4) Evaluating (Determining Importance)
- 5) Synthesizing