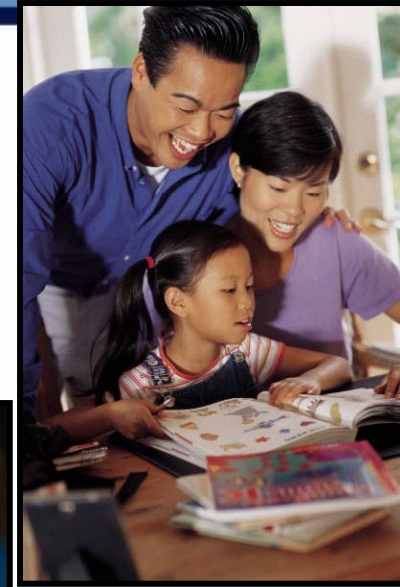


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LANGUAGE READING CONNECTION

Language Reading Connection



Collaborating with Your SLP

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WELCOME!

- The ultimate goals are to provide professional development activities, products, and other resources to ensure quality outcomes for all students in Florida including students with disabilities.

A Project of the Florida Department of Education
In Collaboration with University of Central Florida

- What is LRC?
- What can SLPs do to support reading achievement?
- How can SLPs and school based persons collaborate to increase reading achievement?
- How can Administrators maximize the impact of their Speech-Language Pathologist to increase student achievement?

- Five instructional components of reading
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension strategies

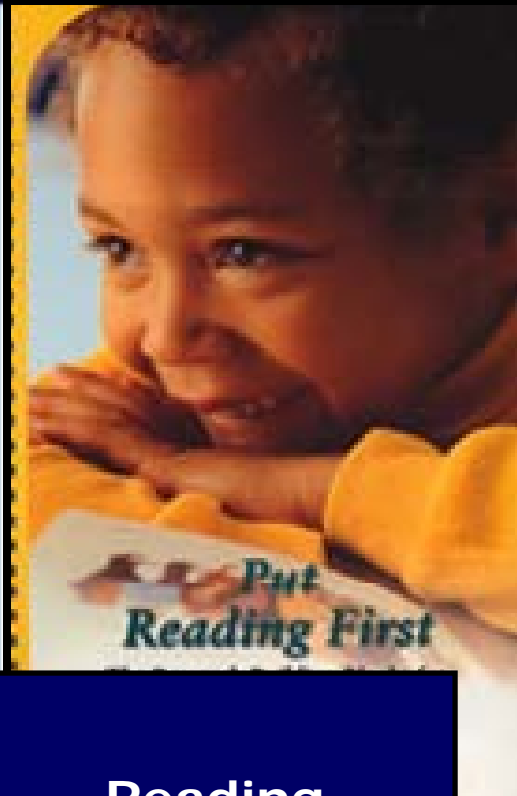
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Focus**



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Federal/State Policies

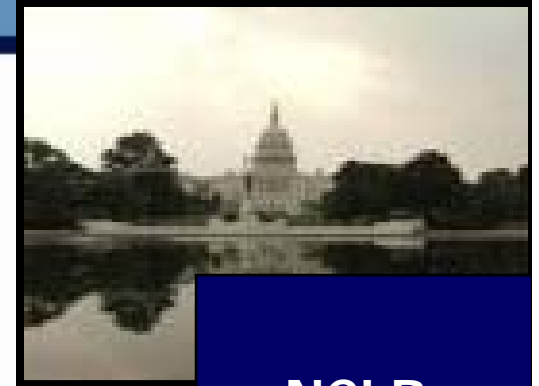
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**Reading
First**

5 + 3 + ii + iii = NCLB

**K-12 Comprehensive
Research Based Reading Plans**



NCLB



**Florida:
SB 364**

- Legislation & recent state position guiding our efforts
 - No Child Left Behind /Reading First
 - (5 + 3 + ii + iii)
 - CS/SB 364
 - ASHA Position Statement
 - Role of SLPs in regard to Reading (Technical Assistance Paper from Florida DOE)
 - Response to Intervention (RtI) Model (Technical Assistance Paper from Florida DOE)
 - K-12 Comprehensive Research-Based Reading Plans

Does reading fit within the SLPs scope of practice?

- Reading is a language skill.
- Reading disabilities are language based disabilities.
- ASHA scope of practices covers reading as does the current draft of ASHA's Ad Hoc Committee on Reading and Writing Language Disorders.

- Knowledgeable in language, phonology and cognition
- Can apply this knowledge to provide targeted support to students who are struggling in reading
- CAUTION: Their role is not to replace the teacher but to provide focused support as part of a literacy team

- Increasing **vocabulary** should be a primary focus of intervention to improve comprehension.

- Comprehension monitoring
 - predicting, questioning, clarification, and summarization

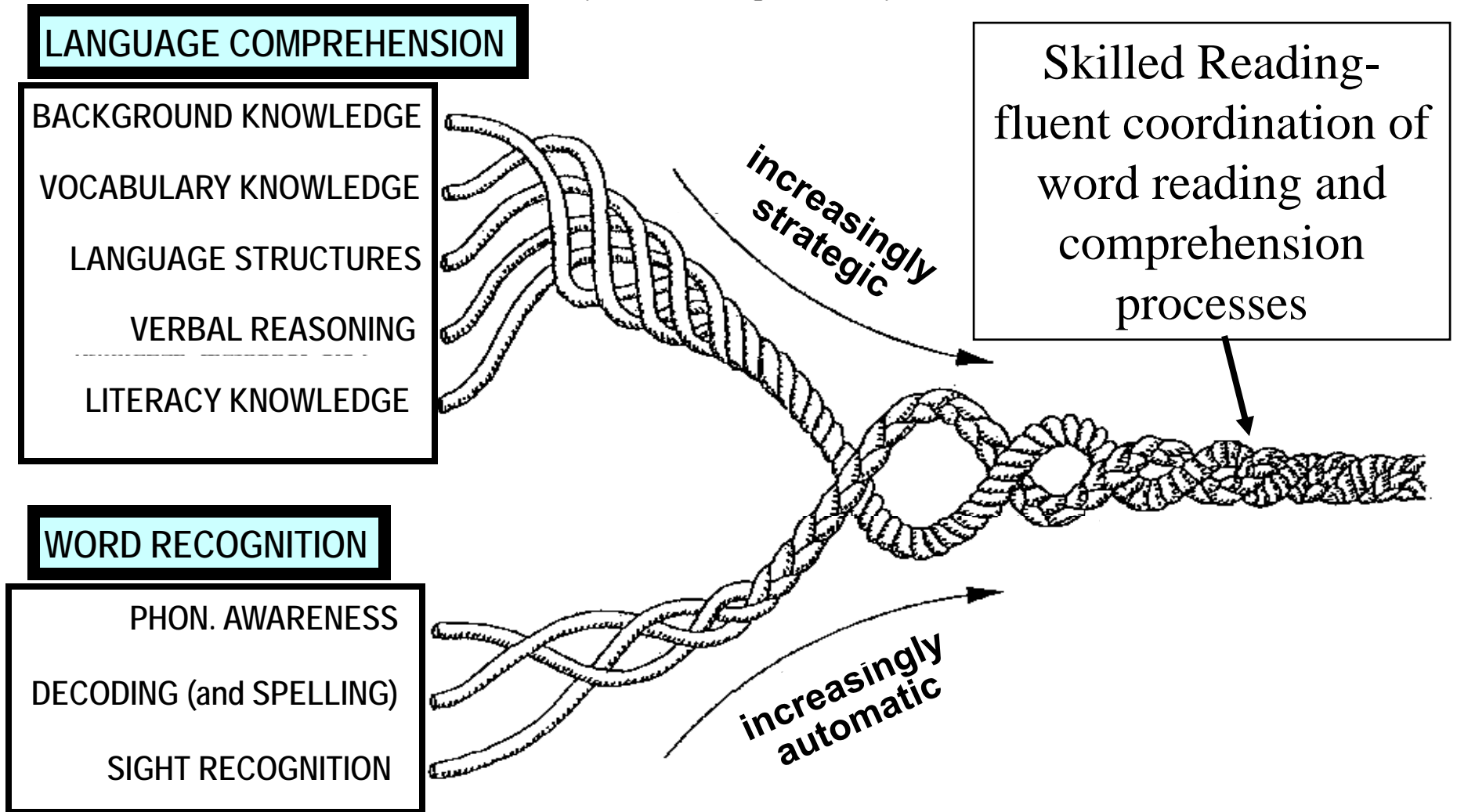
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The Language Reading Connection

The Many Strands that are Woven into Skilled Reading

(Scarborough, 2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

- Although language deficits often are causally linked to reading problems, reading difficulties can also contribute to language problems.
- Many poor readers have widespread deficiencies in basic language abilities.

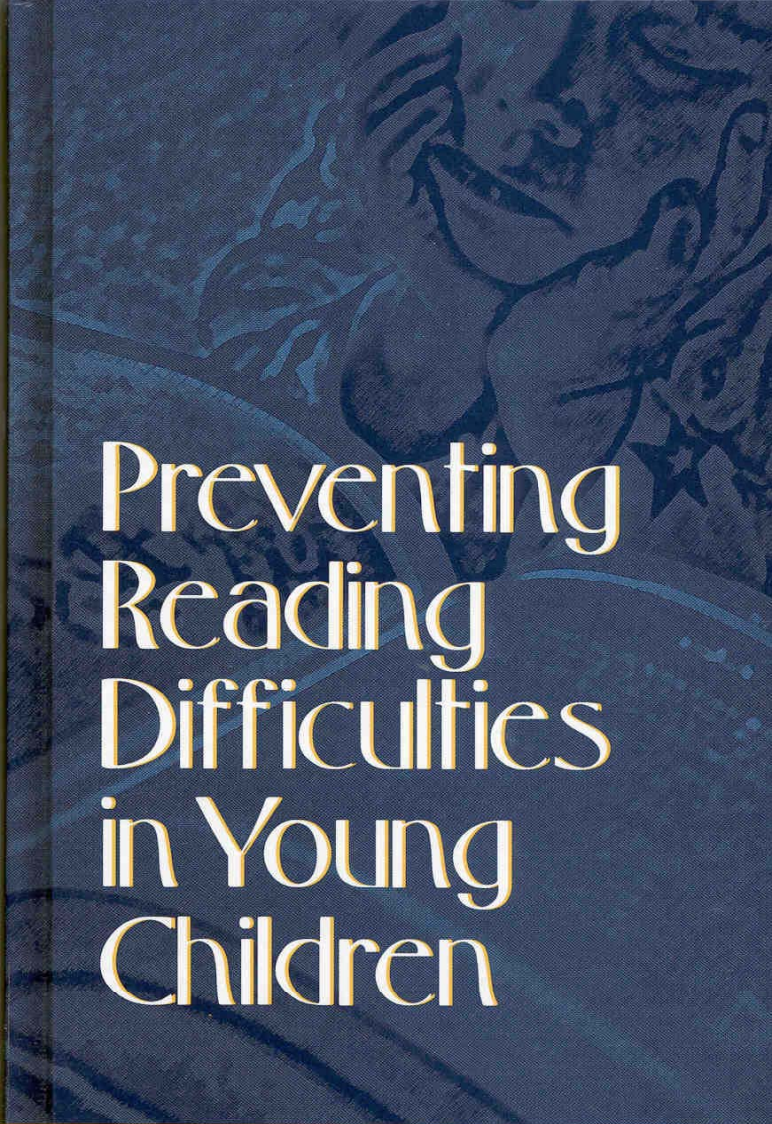
- Research guiding these efforts
 - SLPs support vocabulary development by explicitly teaching specific words and concepts, teaching strategies to learn new words independently, providing multiple exposures to words, and encouraging reading.
 - (Honig, Diamond, & Gutlohn, 2000)
 - SLPs give students the tools they need to make sense of what they read.
 - (Honig, Diamond, & Gutlohn, 2000)

What Does the Research Say?

What Do We Know about
**Reading, Language, and our
Students?**

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Preventing Reading Difficulties in Young Children

NATIONAL RESEARCH COUNCIL

In 1995, the U.S.
Department of Education
and the National Institutes
of Health



National Academy of
Sciences

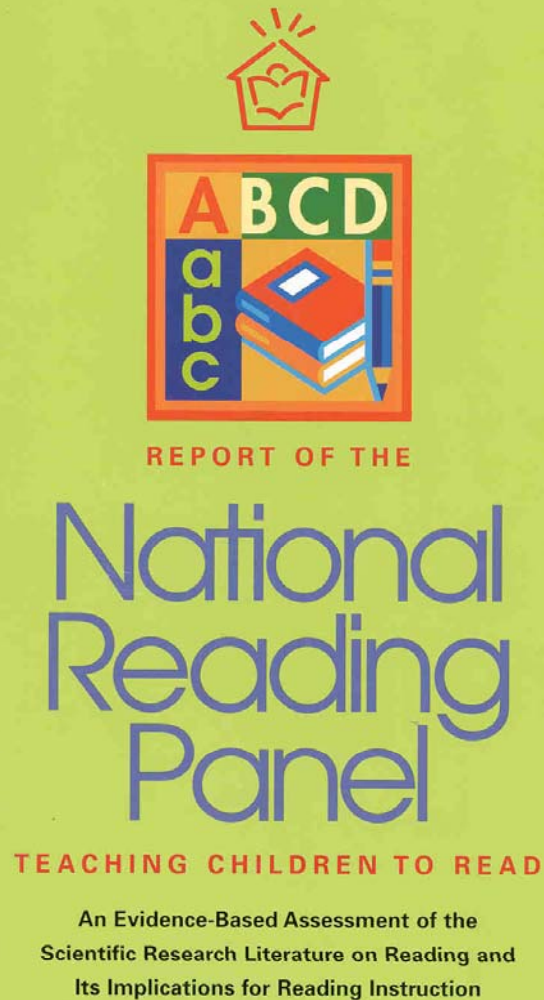


Report from the National
Research Council

1998

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In 1997, United States Congress



National Institute of Child Health and Human Development & U.S. Department of Education



Report of the National Reading Panel, 2000

- According to the Report of the National Reading Panel, effective reading instruction for all students includes explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension.
(NRP, 2000)

- The best evidence for a causal basis of reading disabilities comes from studies of language difficulties in poor readers.
- This issue also currently has the most direct implications for educational/clinical interventions (Catts & Hogan, 2003)

- The oral language that children bring to the reading process profoundly affects reading.
- Many students come to the reading process without the proper foundation, preparation, and experience with language and literacy.

- Dynamic and reciprocal relationship between spoken and written language (Kamhi & Catts (1989)
- Development of each skill provides scaffold or support for the other.
- Young children use their oral language to learn to read, older children use reading to learn language (Westby, 1989).

- Therefore, learning to read involves a continuum of skills and is seen as a developmental process in which listening, speaking, reading, and writing are integrated and "...is the pathway to literacy." (*Silliman & Wilkinson, 1994, p. 27*).
- The strength of these skills is the foundation for reading and writing.

Links between Language and Reading

	Phonology	Morphology	Syntax	Semantics	Pragmatics
Phonemic Awareness	✓	✓			
Phonics	✓	✓	✓	✓	
Fluency	✓	✓	✓	✓	
Vocabulary Development	✓	✓	✓	✓	✓
Comprehension			✓	✓	✓

- Forms of Language
 - **Phonology:** Rules and patterns by which the phonemes (speech sounds) are combined into words and phrases
 - **Morphology:** Smallest meaningful units of language that modify word structures in order to change the meaning of the word
 - **Syntax:** A rule system that governs how words are combined into larger meaningful units of phrases, clauses, and sentences

Content of Language

- **Semantics:** Encompasses the ability to distinguish word meanings, including multiple meanings and subtle nuances, and relationships between words

Use of Language

- **Pragmatics:** The ability to use language in specific contexts and for the specific purposes

- Based on NICHD research, the most useful interventions for those identified with reading disabilities include a combination of explicit and direct instruction in:
- phonemic awareness,
 - sound-symbol relationships (phonics),
 - contextual reading (fluency/vocabulary)
 - reading comprehension skills.

Given the relationship described between the development of language and reading skills, SLP's can collaborate with reading coaches and teachers to increase reading achievement

“The fact that language deficits are both a cause and a consequence of reading disabilities ensures that language problems will be a major component of almost all cases of reading disabilities.”

Catts & Kamhi, 1999

- Remediation for children with language-learning disabilities (or those at risk for these difficulties) will need to focus on language comprehension as well as word recognition (Catts & Hogan, 2003).
- The aspect of comprehension that has had the greatest attention over years has been vocabulary. Research has shown that vocabulary instruction can be effective, especially if strategies are taught that allow children to become independent word learners (Baker, Simmons, & Kameenui, 1998).
- Language interventions for poor readers has also focused on grammatical understanding and text-level processing. (Baker, Simmons, & Kameenui, 1998).

By considering children's strengths and weaknesses in word recognition and language comprehension, educators may be better able to describe reading problems, plan interventions, and monitor progress.

~Adapted from Aaron, 1991

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Now is the TIME to Really Make
a Difference in Literacy

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SLPs' knowledge and skills
will give a
broader picture and an
enhanced perspective
to school literacy teams.

LRC SLPs are Making a Difference

- Supporting classroom teachers and specialists by modeling and assisting with implementation of strategies and best practices that will impact classroom performance of at-risk learners.
- Providing information and participating in the *school literacy teams*.
- When needed, providing assessment and treatment services to children with speech-language disorders that result in improved classroom performance.

How can Administrators maximize
the impact of their
Speech-Language Pathologist
to increase student achievement?

- Time
- Caseload
- Knowledge about Reading and Curriculum
- Clustering Language Impaired students
- Ensure that your SLP participates in the free LRC training.

Yes!

“ The SLP may provide services in accordance with the IEP in the classroom setting for the entire (or a portion of) the 90 Minute Reading Block.”

(FL DOE TAP #FY2005-04

Provide services in the general education class during the 90 min. reading block.

Demonstrate language Intervention activities to improve literacy skills of at risk students..



Attend grade level And Literacy Team meetings.

Set goals for students on the speech-language caseload that address classroom achievement

Participate, support and Contribute to school-wide professional development In reading and language.

- A two day researched based professional development for SLPs to teach the connection between language and reading.
- LRC instructs and supplies resources to the SLP to provide language interventions that support reading achievement of students in the areas of vocabulary and reading comprehension.

- Gain knowledge of the language reading connection
- Gain knowledge of how to support students with reading deficits as a result of language needs
- Gain knowledge of the role of the speech-language pathologists and how they can serve as a language reading resource for teachers and other professionals
- Gain knowledge on how to lead and support collaborative practices between SLPs and teachers

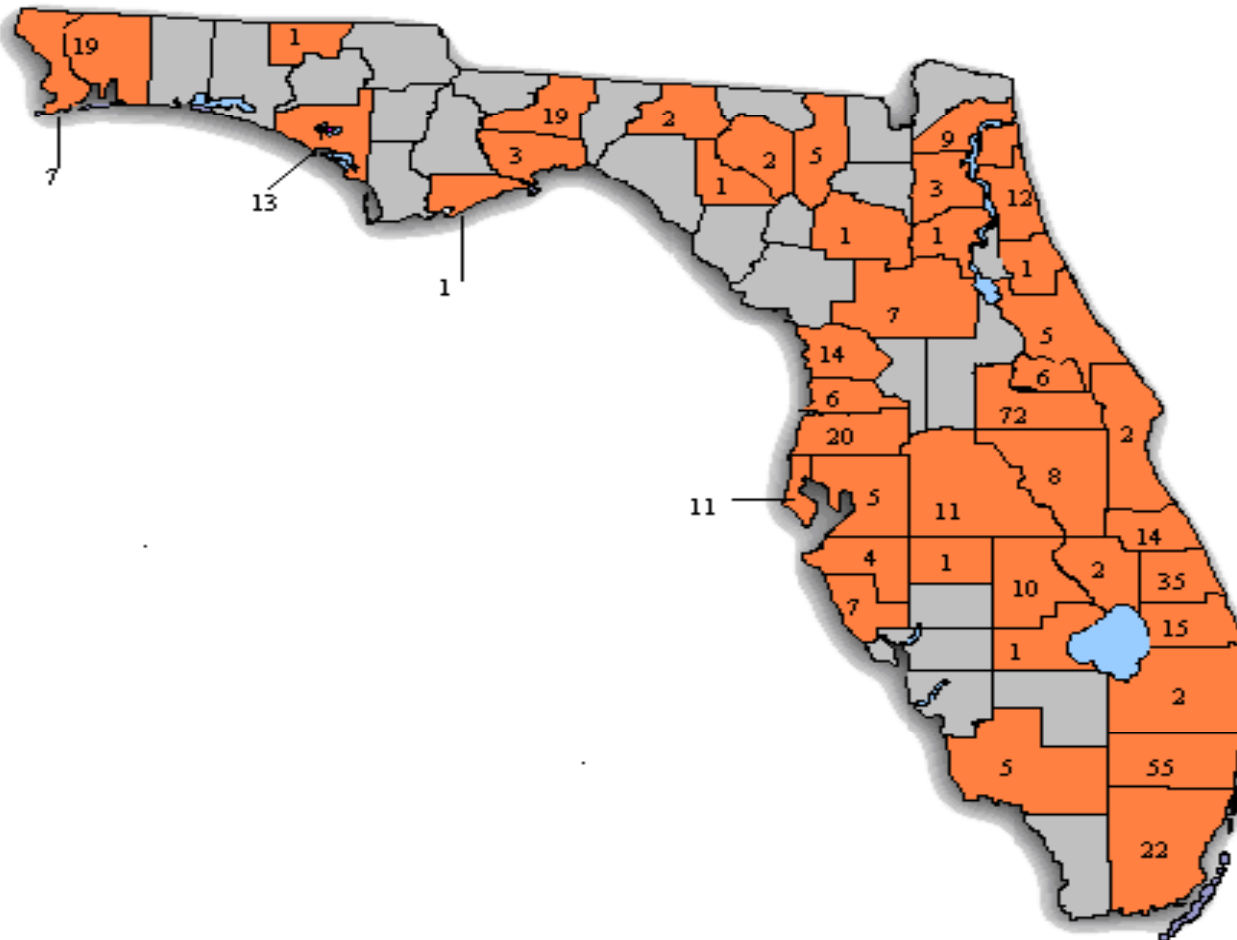
- Regional(s) Initial 2 day training
 - Orlando
 - August 2006 – 90 participants
 - December 2007 – 100 participants
 - April 2008 – 100 participants
 - Tallahassee- August 2006 - 72 participants
 - Tampa – September 2006 – 83 participants
 - Fort Lauderdale September 2006 – 69 participants
 - Weekends with the Experts - Fort Myers & Fort Pierce – approximately 160 participants

- Train the Trainer Professional Development was established to build capacity at the district level.
- Orlando
 - June 2007 – 9 district teams
 - April 2008

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LRC District Participation

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- "This conference was very informative. My principal wants me to be involved in the reading team. So this was very beneficial for me."
- This is the most informative session I have participated in, thank you. All the materials are very organized and applicable."
- "I feel very energized for change. The time has come and I finally feel I have knowledge of how to do it."

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For More Information

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Project Central
University of Central Florida

Website: <http://projectcentral.ucf.edu>

Email: projectcentral@mail.ucf.edu