World Health Organization’s International Classification of Functioning, Disability, and Health

- ASHA’s guiding framework
- Disability as complex interaction between domains
  - Medical, Social, Personal, Environmental
- Socioemotional aspects included as elements of personal, social, and environmental domains
Anxiety

- Higher overall levels associated with act of reading $^3, 4$
- Public displays of reading difficulties reported as especially frightening $^5, 6, 7$
- May have lasting effects into adolescence and adulthood $^8$
  - Aversion to reading
  - Lower overall reading motivation
Self-Esteem

- Academic self-esteem \(^9, 10\)
  - Lower than typically reading peers
  - More vulnerable than global self-esteem at early age
  - Global self-esteem impacted by unresolved RD
- “Reciprocal determination” between self-esteem and academic achievement \(^11, 12, 13\)
- Possible tendency towards external locus of control \(^14\)
Relationships

- Parents – highly protective factor ¹⁵
- Peers – variable role
  - Risk of bullying ¹⁵, ¹⁶
  - Benefit of close friendships ¹⁵
- Teachers/Clinicians – variable role ¹⁵, ¹⁷
  - Risk of making difficulties public
  - Benefit of advocating for students’ success
Socio-Emotional Consideration in Speech and Language Practice

1. Individualized and Motivating Contexts
   - See Pierson (1999)\textsuperscript{18}
   - Intervention based on social constructivism and genuine interest
   - 12 weeks, 1-1.5 hours/week
   - Positive results
     - Improvement in letter recognition, rhyming
     - Increase desire to attend, more engagement, better attitude toward reading
     - Generalization and independent application of skills
2. Narrative Therapy

- See Wolter, DiLollo, & Apel (2006) \(^{19}\)
- SLPs as collaborators in counseling \(^{20, 21}\)
- Narrative therapy technique for individuals with LLD
  - Externalize the problem
  - Map influence of problem onto life of person
  - Map influence of person onto life of problem
- Resulting in new sense of empowerment and control over difficulties and environment
Socio-Emotional Consideration in Speech and Language Practice

3. Group Reading Intervention
   - See Wanzek, Vaughn, Kim, & Cavanaugh (2006)
   - “Group interactive learning situation” yielded the strongest effect on social outcomes
     - Students responsible for leading all or part of small group lessons
     - Includes cooperative learning and reciprocal teaching
   - Most appropriate for reading comprehension intervention
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References


