Roles for SLPs in Reading and Writing – 10 Years Later

Nickola Wolf Nelson
Hugh Catts
Barbara J. Ehren
Froma P. Roth
Cheryl M. Scott
Maureen Staskowski
With contributions from Nancy Creaghead

Goals of Session

• Discuss implications of updated models of spoken-written language associations and dissociations
• Describe innovative ways to accomplish the goals of IDEA and NCLB, response-to-intervention programs for preschool and school-age children, discipline-specific literacy implications for older children and adolescents, and evidence-based practice and language-literacy
• Discuss models for integrating service delivery with others concerns about children’s literacy acquisition

Plan for session

• Challenges then & now
• Facing challenges with new models, tools, and reasons (Nelson)
• Life in the trenches with IDEA and NCLB (Staskowski)
• RTI approaches with young children (Roth)
• RTI approaches with school-age children (Catts)
• Language comprehension in adolescence (Ehren)
• Evidence-based practice and language and literacy intervention (Scott)
• Questions & comments

Committee Formation and Charge

• The call came in 1999 from Nancy Creaghead
• The charge was to develop a position statement and technical papers regarding the role of the slp in reading and written language with children and adolescents

Finding time to do...

just one more thing!

Our concerns & motivations then...

• Meeting the needs of children with, and at risk, for language/literacy disorders from infancy through adolescence into adulthood
• Clarifying and communicating about relationships of language development in spoken and written forms
• Issues of confidence and practical concerns among clinicians who work in schools
• The opportunity to work with valued colleagues on an important aspect of ASHA’s broader mission
**Position Statement**

- Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents (2001)

  - Members of the Ad Hoc Committee on Reading and Written Language Disorders were Nickola Wolf Nelson (chair), Hugh Calts, Barbara J. Ehren, Froma P. Roth, Cheryl M. Scott, and Maureen Staskowski.
  - Roseanne P. Clausen provided ex officio assistance from the National Office; Diane Paul-Brown and Susan Karr served as consultants to the committee.

**Paragraph 2. Connections between spoken and written language**

(a) spoken language provides the foundation for the development of reading and writing;
(b) spoken and written language have a reciprocal relationship, such that each builds on the other to result in general language and literacy competence, starting early and continuing through childhood into adulthood;
(c) children with spoken language problems frequently have difficulty learning to read and write, and children with reading and writing problems frequently have difficulty with spoken language; and
(d) instruction in spoken language can result in growth in written language, and instruction in written language can result in growth in spoken language.

**Paragraph 3. Language systems & strategies involved**

- As with difficulty in learning to listen and speak, difficulty in learning to read and write can involve any of the components of language—phonology, morphology, syntax, semantics, and pragmatics.
- Problems can occur in the production, comprehension, and awareness of language at the sound, syllable, word, sentence, and discourse levels.
- Individuals with reading and writing problems also may experience difficulties in using language strategically to communicate, think, and learn.
- These fundamental connections necessitate that intervention for language disorders target written as well as spoken language needs.

**Paragraph 4. Preparation and types of roles**

- 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.
- Appropriate roles and responsibilities for SLPs include, but are not limited to:
  (a) preventing written language problems by fostering language acquisition and emergent literacy;
  (b) identifying children at risk for reading and writing problems;
  (c) assessing reading and writing;
  (d) providing intervention and documenting outcomes for reading and writing; and
  (e) assuming other roles, such as providing assistance to general education teachers, parents, and students; advocating for effective literacy practices; and advancing the knowledge base. These roles are dynamic in relation to the evolving knowledge base and have implications for research and professional education.

**More recently**

*Conversations in the letters to the Editor of the Leader...*
SLPs as Reading Specialists?
ASHA Leader January 2008

“I am an SLP in the schools. I am concerned about stepping into the role of reading specialist/resource teacher when our plate is so full with working within the traditional role of an SLP in oral comprehension, oral expression, articulation, voice, and stuttering. Oral comprehension and oral expression support are foundational to the skills of a good reader and writer. But to take on the job of a reading specialist or a resource teacher, as they are called in California, is a stretch. We already cannot do all we are supposed to do, much less add more to our plates with “reading” in the responsiveness-to-intervention (RTI) model with caseloads of 55 or more.”

Focus on Spoken Language” following issue of The Leader

“I am in complete agreement … Over the years the responsibilities of the SLP in schools have broadened significantly and there just isn’t any more room for things not directly related to our primary interest: spoken language. I fully understand how speech/language and reading/writing are integrally related. Likewise, however, there is delineation where one ends and the other begins. I agree that we should address topics such as phonological awareness and morphology, as they influence reading and writing. But let’s leave the actual written language to the people who have been specifically trained in this area….

Last Question First

Do we want reading teachers performing speech and language intervention?
- Yes!
- When feeling overwhelmed, try to focus on what students need as the primary question.
- Then, decide who should provide the service at what point in the process.

Concern about Role Definition

Stepping on toes
Taking over the job
All that we do
Who has the training?
Listening, understanding, and responding to both surface and underlying concerns...

- Models that make sense
- Acknowledging the challenges
- Integrating rather than adding
- Not trying to go it alone

Language is something people know, not something they do.

There is no verb, to language.
Can only find out what students know by asking them to talk, observing them respond, read aloud, retell or paraphrase what they've read, or write original language...in oral or written modalities.

Rethinking Roles and Relevance

- Add on new roles to existing ones.
- Integrate roles for relevance so that students can integrate their language.

New Models, Tools, and Reasons for Connecting Spoken & Written Language

Nickola Wolf Nelson
Western Michigan University

Language is Reciprocal and Interactive Across Modalities

- Thinking
- Writing
- Reading
- Speaking
- Listening

ASC-AE

- Ask a question that is relevant to meeting a particular client's or group's needs.
- Search for available evidence.
- Critique the quality of the evidence.
- Apply the evidence to one's own practice.
- Evaluate effectiveness in terms of outcomes for a particular client or group.

**PICO Questions**

- Person, Population, Problem, Perspective
- Intervention
- Comparison or Contrast
- Outcomes

**Simple model of reading**

- Sound/word level skills → decoding
- Sentence/discourse level skills → comprehension

**Simple model of language-literacy disorders**

Based on: Bishop & Snowling, 2004; Catts & Kamhi, 2005; Nation & Norbury, 2005

**Test of Integrated Language & Literacy Skills (TILLS)**

- Can students with diverse disabilities
- When tested with a new diagnostic test based on a ‘levels x modalities’ model of language-literacy difficulties
- In comparison to inter- (LLD v TL) and intra-individual (profiles) performance
- Show differences that can be useful in diagnostic decisions and intervention planning?
Test of Integrated Language & Literacy Skills

Nickola W. Nelson, Western Michigan U.
Nancy Helm-Estabrooks, U. of North Carolina
Gillian Hotz, U. of Miami Medical School
Elena Plante, U. of Arizona
Paul H. Brookes Publishing

Many volunteer clinicians
Doctoral students
Masters students

Test of Integrated Language & Literacy Skills (TILLS)

<table>
<thead>
<tr>
<th>Modality</th>
<th>Sound/Word Level</th>
<th>Sentence/Discourse Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>1. Semantic awareness (What Goes Together)</td>
<td>4A. Listening comprehension (Yes, No, Maybe: Listening Only)</td>
</tr>
<tr>
<td></td>
<td>2. Phonemic awareness (Code Game)</td>
<td>6. Following Directions</td>
</tr>
<tr>
<td>Speaking</td>
<td>5A. Nonword Imitation</td>
<td>3. Narrative discourse (Story Retelling)</td>
</tr>
<tr>
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<td></td>
<td>10. Social communication (Acting a Scene)</td>
</tr>
<tr>
<td>Reading</td>
<td>9. Reading decoding (Phoneme Words Reading)</td>
<td>4B. Bimodal comprehension (Yes, No, Maybe: Listening + Reading)</td>
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<tr>
<td></td>
<td>7. Reading fluency (Reading the News)</td>
<td>4C. Reading comprehension (Yes, No, Maybe: Reading Only)</td>
</tr>
<tr>
<td>Writing</td>
<td>5B. Nonword Spelling</td>
<td>8. Written sentence combining (Writing the News)</td>
</tr>
</tbody>
</table>

11. Digit span forward & backward (Short term & working memory)

Intervention Goals

- Communication processes
- Communication needs
- Communication opportunities

Living the Question...

What does this child need to be able to do to function well and participate:
- In the family?
- In the classroom?
- In the peer group?

System Theory
(Balancing Competing Forces)

- Dynamic systems are both stable and constantly changing (homeostasis versus morphogenesis)
- Systems can be viewed in terms of parts or wholes
- Subsystems have boundaries but also function with ecological interconnections

Curriculum-based Assessment

- Assesses student performance within course content to determine student’s instructional needs.
- Is the child learning the social studies curriculum?

Doctoral students
Curriculum-based language assessment and intervention

• “Use of curriculum contexts and content for measuring a student’s language intervention needs and progress.” (Nelson, 1989, p. 171, LSHSS)
• Does the student have the language skills to learn the curriculum?

Four Questions

Assessment
• 1. What does this curricular context require?
• 2. What does the student currently do?

Intervention
• 3. What might the student learn to do differently? (missed cues)
• 4. How should the task be modified or scaffolded?

Writing Lab Approach to Language Instruction & Intervention

With
Christine Bahr
Adelia Van Meter

Supporting Acquisition of Language and Literacy through School-Home Activities (SALSA)
A Bilingual Journaling Approach

Lena G. Caesar, Ed.D., Ph.D., Andrews University
Nickola W. Nelson, Ph.D., Western Michigan University
Student Clinicians: Natalya Franco (AU) & Paula Vergunst (WMU)

Changing educational practices

Life in the Trenches with NCLB and IDEA 2004

Maureen Staskowski, Ph.D., CCC-SLP
Macomb Intermediate School District
Michigan
mstaskowski@misd.net
**No Child Left Behind (2001)**
- Based upon National Reading Panel Report
- Accountability: Adequate Yearly Progress
  - For ALL students
  - Sub-groups must pass on their own
- Provision of scientific, research-based instruction
- Instruction provided by Highly Qualified teachers

**How does AYP affect SLPs?**
- SLPs called upon in new ways due to:
  - Increased interest, ownership, & responsibility …resulting in need for SLPs’ expertise
  - Need for assistance with accommodations and administration of assessments
  - Need for analysis of school and subgroup data
- SLPs need increased knowledge of:
  - Curriculum and testing requirements
  - Accommodation rules for assessments
  - School and subgroup performance

**Scientific Research-Based & Highly Qualified Instruction**
- High quality, appropriate, research-based instruction.
- Five Essential Components
  - Phonemic Awareness
  - Alphabetic Principle (Phonics)
  - Vocabulary
  - Fluency
  - Text Comprehension

**Ramifications for SLPs**
- Interpretations of highly qualified requirement vary
- Increased necessity for evidenced-based practice
- Increased appreciation of SLPs’ expertise due to emphasis on the language basis for reading

**IDEA – Individuals with Disabilities Education Act 2004**
- States cannot require districts to use severe discrepancy to identify students as LD
- States are encouraged to implement Response to Intervention models as a component of LD identification
- Prevent disabilities whenever possible

**IDEA 2004**
- 15% of special education funds can be used for early intervening
- Response to Intervention (RTI) may be used as part of assessment for learning disabilities
- Universal Design for Learning (UDL)
Response to Intervention

- System wide change: Multi-tiered system of supports – reach students who once fell between the cracks
- Alternative to discrepancy model for LD… for SLI
- Framework including: universal screen, intervention for at-risk population, and progress monitoring
- Includes roles that can be provided by different disciplines: Designer, Curriculum Specialists Intervention provider, data analyst
  - SLPs as organizers/designers/leaders
  - SLPs as data interpreters
  - SLPs as intervention providers
  - SLPs as consultants

NCLB and IDEA Combined Impact for SLPs

Facilitated the:
- Implementation of IDEA 1997’s requirement of helping students progress in the general education curriculum.
- Transition to a less traditional service delivery model.
- Implementation of new approaches to caseload and scheduling.

SLPs’ Evolving Roles

Applications of RTI in Preschool Settings

Froma P. Roth
University of Maryland

Emergent Literacy: What We Know

Several areas of EL development are predictive indicators of:
- R & W outcomes 4-5 year later
- Responsiveness to instruction/intervention

What Has Changed?

Application of RTI to preschool settings
RTI (Original Conception)
Tier 1: All students receive a high-quality core classroom instruction in general education setting with assessment and ongoing progress monitoring by classroom teachers.
Tier 2: Students whose performance lags behind peers receive additional instructional services to address specific needs within general education.
Tier 3: Students not making expected progress with Tier 2 services receive more intensive, targeted, & individualized interventions; students may be referred for comprehensive evaluation by a multi-disciplinary team.

RTI for Emergent Literacy in Preschool Setting
► Used as a preventative model: Build foundational abilities to prepare children for literacy learning: “shifting the odds” (Justice, 2007)
► Promotes earlier instruction/intervention
► Promotes earlier identification

Promotes Collaboration
► Preschool: Natural context for meaningful collaborative efforts: classroom teachers, other early childhood professionals, and SLPs
► Each bring unique & needed expertise

Areas of Focus & Rationale
Examples of Important Emergent Literacy Areas
1. Oral Language (p.a. and vocabulary)
2. Alphabetic Knowledge
3. Print Knowledge

HIGH-PRIORTY instructional targets for building both:
- High-quality core classroom curricula
- Small group instruction for children who are struggling to keep up with the class

Professional Development
Goal: Provide PD promoting best practices in a literacy-rich environment
Consensus:
1. Need for developmental information
2. Need for specific information re: EL instruction: content issues
3. Need for HOW to implement instruction: scope and sequence issues
Our PD Model

- Informational sessions:
  - Language, literacy development, & instruction
  - How to use progress monitoring data to inform instruction
  - How to use progress monitoring data for grouping children
  - Learning environment
- Co-teaching and mentoring
- Demonstration lessons
- Bi-weekly dedicated time slots for planning

PD: Learning Environment

Quality of Teacher-Child Interactions
1. Positive teacher-child interactions
2. Instructional feedback
3. Amount of didactic vs. interactive communication

Strategy: Partnered with teachers to identify area of focus and short-term goal

What is the Future of Emergent Literacy?
1. Preschool RTI is a “right track” model
2. Challenges for SLPs
3. Challenges for our early childhood educational colleagues
4. Challenges for early education resources allocations and infrastructure

Opportunities and Challenges with RTI

Hugh Catts
University of Kansas

ASHA
November 2009

Individuals with Disabilities Education Act (IDEA) ‘04

“A local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intelligence…”

“may use a process which determines if a child responds to a scientific, research based intervention as part of the evaluation procedures”

Response to Intervention (RTI)

- Based on the premise that a child who does not response to increasing levels of systematic and intensive instruction is likely to have a learning/reading disabilities
Response to Intervention

**TIER 1**
- General education
- Universal Screening
- All students

**TIER 2**
- Targeted interventions
- Small Group
- Progress Monitoring

**TIER 3**
- Individual

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Two Perspectives on RTI

- **Identification perspective**
  - universal screening
  - differential response to Tier 2 (3)

- **Instructional perspective**
  - differentiated instruction that becomes more intensive and individualized across tiers
  - purpose is to match instruction with student needs

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Early identification of reading disabilities within a RTI framework

- Following a large cohort of children from kindergarten through 3rd grade
  - universal screening
  - differential response to Tier 2 intervention

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Dynamic Assessment

- Measurement of learner’s potential over the short term
- Assessor actively intervenes during the course of the assessment with the goal of intentionally inducing changes in the learner’s current level of performance.
- “Mini-assessment” of response to intervention
Predicting Reading Outcome

- Measured end-of-year reading achievement
- When used in combination with the ISF, PADS was a significant unique predictor of reading outcome
- As a supplementary measure, PADS significantly reduced (by 33%) the false positives resulting from the ISF

Bridges (2009)

- 161 kindergarten children
- Over-sampled for at-risk children; 70% at risk on earlier DIBELS ISF
- Administered ISF and PADS in Sept K

Oral Language

- Emerging language abilities (e.g., vocabulary, grammar) are related to subsequent reading comprehension abilities
- Screening instruments for RD seldom measure these abilities
**Tier 2 Vocabulary Instruction**

- Taught 42 words to at-risk kindergarten children across 26 weeks
- Each word taught in the context of a storybook (3 per book) and out of context with picture cards
- Measured pre- and post-test knowledge of words

**Tier 2**

- Response to shorter duration vocabulary instruction
- Response to instruction in story structure might also be amenable to short-term gains in comprehension and production of narrative texts
- But we are likely to have a relatively narrow window of opportunity

**Challenges and Opportunities for Conducting EBP in Language-Literacy Intervention**

Cheryl M. Scott  
Rush University Medical Center

**The rationale: Spoken-written language connections**

- Spoken language foundations for literacy
- Reciprocal relationship between spoken and written language in development
- Connections between primary LI and RD
- Reciprocal relationship between spoken and written language in intervention
Challenges in implementing SLP R&R

- Overlap with R&R of other educators and clinicians
- Construct of SL, LD, RD, Dyslexia, SRD
- Hx of school-based SLP practice

"You want me to do WHAT"

In terms of language, kids who are language delayed only are usually tested to determine if there's a learning disability or cognitive delay. If a child is found eligible for one of these disabilities then I do not recommend services even if language standard scores are below 70. We've been told the language issues can be addressed by the special ed. teacher instead of SLP. This keeps our caseloads down otherwise everyone would be exceeding the 60 student cap. This method has been an increasing trend in XX however not everyone does it. Now if the student is not LD or CD I would recommend services if the standard scores were below 75.

What do SLPs bring to the literacy table?

- Knowledge of basic phonetics, speech & language development (Meets, 2006, Spencer, Schulte, Guillot, & Lee, 2008)
- Therapeutic intervention strategies (Ehren, Ukrainetz, Schulte)
- SLPs in RTI, NCLB

Therapeutic intervention

- Based on in-depth assessment and therefore INDIVIDUALIZED
- Incorporates DEVELOPMENTAL PERSPECTIVE
- Explicit (meta) but contextualized to curriculum and therefore BALANCED
- INTENSIVE

Contextualized Skill Framework Ukrainetz, 2006

- Teaching component strategies and skills as part of larger goal-directed activities
- Being aware of student's internalization of skills
- Intentionally scaffolding the internalization process
RISE
  - Repeated opportunities
  - Intensive
  - Systematic support
  - Explicit skill focus

This all sounds good, but where's the evidence for a SLP role in literacy instruction/ intervention?

- 20 articles on intervention
- Most dealt with:
  - Early literacy (including pre-reading), specifically phonemic awareness, shared book-reading strategies
And, there is increasing recognition that literacy is MORE than phonemic awareness and word recognition

- Research on “poor comprehenders” (Kate Cain, Hugh Catts and others)
- Increased recognition of the complexity of reading comprehension and the components that make a contribution (IDA)
- Expansion of the definition of literacy beyond reading to include writing (NICHD)

Also,

- Cross modality outcomes
- Explicit vs contextualized emphasis
- Outcome effects over time
- Targets: Theoretically-motivated variations (e.g., the language equivalent of the phonological complexity hypothesis)
- Pretreatment characteristics that predict treatment outcomes
- Validating assessments

Parameters in need of research in order to demonstrate SLP value within an EBP perspective

- Individualized vs “one-size-fits-all” protocol
- Dosage
- Structure of language teaching (definition of teaching episode, scaffolding level, etc.)

We’ve got some work to do

SLPs and Reading and Writing 10 Years Later

Adolescents

Dr. Barbara J. Ehren
University of Central Florida

Alliance for Excellent Education

www.all4ed.org

Secondary education watchdog organization
Getting third graders to read at grade level is an important and challenging task, and one that needs ongoing attention from researchers, teacher educators, teachers, and parents. But many excellent third-grade readers will falter or fail in later-grade academic tasks if the teaching of reading is neglected in the middle and secondary grades.

Biancarosa & Snow (2006)

Reading Next, 2006

<table>
<thead>
<tr>
<th>Instructional Improvements</th>
<th>Infrastructure Improvements</th>
</tr>
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<tbody>
<tr>
<td>1. Direct, explicit comprehension instruction</td>
<td>10. Extended time for literacy</td>
</tr>
<tr>
<td>2. Effective instructional principles embedded in content</td>
<td>11. Professional development</td>
</tr>
<tr>
<td>4. Text-based collaborative learning</td>
<td>13. Teacher teams</td>
</tr>
<tr>
<td>5. Strategic tutoring</td>
<td>14. Leadership</td>
</tr>
<tr>
<td>6. Diverse texts</td>
<td>15. A comprehensive and coordinated literacy program</td>
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<tr>
<td>7. Intensive writing</td>
<td></td>
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<tr>
<td>8. A technology component</td>
<td></td>
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<tr>
<td>9. Ongoing formative assessment of students</td>
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What Is Disciplinary Literacy?

Unique ways of sharing information, getting people’s attention, debating, responding to criticism, reporting facts, and establishing authority in a given subject area.

Members of every profession have their own set of characteristic literacy practices.


Stranahan & Stranahan, 2008

• The differences in how the disciplines create, disseminate, and evaluate knowledge, are instantiated in their use of language.
• Each of the disciplinary experts emphasized a different array of reading processes.
**Math**

- Emphasized rereading and close reading as two of their most important strategies.
- “‘The’ has a very different meaning from ‘a,’”
- Students often attempt to read mathematics texts for the gist or general idea, but this kind of text cannot be appropriately understood without close reading.
- Math reading requires a precision of meaning, and each word must be understood specifically in service to that particular meaning.

**Math Vocabulary**

- **Specific Meaning**
  - “Prime refers to a positive integer not divisible by another positive integer (without a remainder) except by itself and by 1.”
- **General Meaning**
  - *perfect, chief, or of the highest grade*

**Science**

- Chemists were most interested in the transformation of information. When reading prose, they were visualizing, writing down formulas, or, if a diagram or a chart were on the page, going back and forth between the graph and the chart.
- In chemistry, different or alternative representations (e.g., pictures, graphs or charts, text, or diagrams) of an idea are essential for a full understanding of the concepts.
- These various representations are processed recursively as reading progresses.

- The difficulty of texts may arise from high levels of abstraction, ambiguity, and subtlety, or from content that differs from, or even contradicts, students’ life experiences.
- Physics texts might explore conceptions of how objects fall that are inconsistent with how most individuals conceptualize such phenomena.
**Science Language**

- Nominalization is used to create technical vocabulary.
  - “salt dissolved” becomes “salt goes through a process of dissolution.”
- Nominalization serves to move a phenomenon from the particular or specific to the abstract or general. The term dissoluzione can be used to describe the process that occurs with a variety of substances, and it should be learned apart from its association with salt.

**History**

- The historians emphasized paying attention to the author or source when reading any text.
- They were keenly aware that they were reading an interpretation of historical events and not “Truth.”

**Text-Based Collaborative Learning**

- Importance of interactive dialogue (i.e., listening and speaking) around content knowledge.
  - “text-based collaborative learning” Biancarosa & Snow (2006) clarified that when students work in small groups they should not just discuss a topic but rather interact around a text.

**Opportunities for Extended Discussion of Text Meaning**

- Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.
- Ask follow-up questions that help provide continuity and extend the discussion.
- Provide a task or discussion format that students can follow when they discuss text in small groups.
- Develop and practice the use of a specific discussion protocol.

Kamil et al., 2008

**SLPs**

- Make teachers aware of disciplinary literacy and the need to teach the skills and strategies involved.
- Promote interactive dialogue around text.
- Provide language underpinnings of the disciplinary literacy skills to students who struggle.
Improved Outcomes for All

References


Questions

Next Steps