Language Intervention Summer Camps for Young Children

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ASHA Convention New Orleans, Louisiana, November 19-21, 2009
Overview of Session

- Introductions
- History & Rationale of Camps
- Team 1: Summer Camps for Adolescent Mothers & Children
- Team 2: The Speech Garden Institute
- Team 3: University Preschool Summer Camp
- Audience Participation (questions, sharing information, etc.)
- Summary & Concluding Remarks
History & Rationale of Camps

• Experiential Child-Centered Teaching Model/Reggio-Emilia Approach

• Educational/Classroom Setting vs. Clinical/Medical Model

• Previous UNCG preschool camps:
  – Rockingham Community College
  – HorsePower
  – UNCG Speech and Hearing Clinic
Summer Camps for Adolescent Mothers & Children

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Teens & Tots Summer Camp
2007
Heart Beats Summer Camp
2009
Why target this population?

- Implications of teen pregnancy for mother and child
- Identification of developmental, communicative, & social emotional needs
- Support for positive relationships
- Parent education
Communicative Delay (Rossetti Infant-Toddler Language Scale) 2009 (N = 23)
Why have a **Summer Camp for Adolescent Families**?

- Access to this population
- Availability of professionals, students, volunteers
- Community partnerships
- Type of activities
- Seasonal considerations
FUNDING 2007-2009

- Moses Cone-Wesley Long Foundation
- Community Foundation of Greater Greensboro
- School of Health & Human Performance UNCG Graduate Student Scholarship
- UNCG Undergraduate Research Awards
- UNCG ATL (Teaching & Learning) grant
- UNCG Leadership & Service Learning Grant
- UNCG Summer Teaching Salary
- Reich Family Fund
Pre-Camp Child Assessment & Student Training
Organization & Activities

- Communication
- Parent Education
- Music & Dance
- Family Literacy
- Physical fitness/Communication
- Trips
- Parent Resources
Parent Education
Teen Mother and Child Outcomes & Follow-Up
Music, Dance, and Communication
Camp Trips & New Experiences
Challenges

- Transportation
- Rules of behavior for moms
- Rules regarding discipline of children
- Student and staff training
- Confidentiality
- Research
More Challenges

- Universal precautions
- On-going communication among faculty, staff and students
- Learning differences
- Motivation and incentives
- Identification
The Value of a Mentorship Model for Teen Mothers

- Relationship Building Experience
- Educational Value for Teen Moms and their Young Children
- Awareness of Speech and Language Acquisition Processes
- Community Outreach Dynamics
The Value of a Mentorship Model for Students

• Clinical Implications for pre-professional students in speech-language pathology:
  **Dynamics of client/clinician relationships**
  **Journaling/Reflections:**
  Self-assessment of intrapersonal and interpersonal communication dynamics
The Value of a Mentorship Model for Students

- **Hands on clinical opportunities with diverse populations (age of parents; multicultural considerations) - Transitioning from academic to clinical component**

- **Mentor/Mentee Dynamics**
The Speech Garden Institute, Inc.
Summer Camp
Ellen Holloway, M.A., CCC-SLP
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Presentation to the American Speech-Language Association Annual Convention
New Orleans, LA - November 19-21, 2009
www.speechgarden.org
Our Mission
The Speech Garden Institute is a non-profit organization dedicated to improving the lives of children and their families by developing the art of communicative competence. Through innovative classroom-based speech-language therapy and parent education, TSGI embraces the whole child to facilitate interactions in a naturalistic setting.
Circle of Services

Everybody’s Talking About Our Programs

**speechScience!**
Fun, interactive language classes using science as a tool for developing and increasing social language, vocabulary, and overall communication skills. Classes start in Sept., Jan., & April.

**Parent Workshops**
Monthly programs to teach parents, teachers, & other caregivers how to promote language skills at home. Topics include reading, music & movement, social stories, & other practical strategies.

**Social Playgroups**
In-home, small playgroups designed to promote social skills and long-term, lasting friendships. Sessions are facilitated by a therapist and located throughout Charlotte.

**Talking Tots!**
This intensive, individual therapy program teaches parents or non-verbal or language delayed children to talk. This six-week class is taught by a SLP.

**Social Skills Class**
Small group classes using interactive music and art to teach specific social skills such as turn-taking, listening, responding appropriately, giving compliments, and initiating peer interactions.

**Summer Camp**
Classroom and social-based camp designed to improve language and social skills for children ages 2 years to rising first grade. Activities include music, movement, language circles, science & more.

speechgarden.org
Summer Camp Overview

• 2009 - Seventh summer of operation
• Program began when parents encouraged founder to start a camp to serve children during the break in summer therapy.
• This classroom-based program is designed to focus on social and language skills, providing an innovative, fun learning environment for students, families, interns and staff.
• Camp is held Monday through Thursday from 9 a.m. to 1 p.m. Camp runs for four consecutive weeks; children may attend two or four weeks.
• We partner with local churches to economically gain access to age-appropriate classroom facilities.
• Referrals come from other SLPs, teachers, doctors and other professionals, word-of-mouth referrals and some print advertising.
Camper Abilities

• Open to children ages 24 months to rising first grade
• Designed for children with or without speech-language disabilities, any type and any level of communication ability
• Perfect for children with mild or high-functioning autism
• Ideal for children with social and/or language delays
• Articulation / Oral-Motor - In addition to goal implementation in classroom setting, children with articulation-only goals are pulled for small-group or individual articulation therapy at least twice weekly.
Staffing Model

- Students are grouped by age into classes of 10.
- A certified SLP is assigned to each class.
- Three to four interns are assigned to each class.
- SLP plans and implements first week’s instruction, modeling for interns.
- Interns rotate planning and teaching during weeks 2-4, with SLP observing, assisting and providing feedback constantly.
- Intern Coordinator / Curriculum Support (certified elementary educator) is on staff to assist with classroom and behavior management, lesson planning, and intern support.
- Two SLPs direct and manage the program.
- In 2009, 13 paid staff members (10 SLPs and 3 teachers) and 24 interns participated, helping 83 children in two locations.
- 2009 Pilot Program- two classes were selected to share one SLP, with elementary teachers full-time in each class.
Intern Training

• Intern application process opens in January for rising sophomores currently enrolled in a college/university.
• Interns complete an online application, provide two reference letters and complete phone interview with camp director.
• Selected applicants attend full-day training session 4 weeks prior to start of camp.
• Interns return for a second training day and classroom set up the week prior to the start of camp.
• Additional training sessions are conducted during camp, with interns receiving daily feedback and completing a self-assessment, program review and video reflection.
Camper Goals

Each child is assigned two or three specific communication goals by the Lead SLP during the first week. Goal areas include:

- Social Language- Play with peers, initiate conversation, topic maintenance, increase turns, use language for variety of communicative intents, etc.
- Expressive Language- Sentence length, vocabulary, ask questions, etc.
- Receptive Language- Answer questions, follow directions, attend to teacher-directed activity etc.
- Articulation- Specific sounds in conversation, overall intelligibility, etc.
- Oral-Motor- Strengthening, flexibility, range of motion, etc.
- Fluency- Fluency strategies in conversation, etc.

- SLP maintains daily SOAP notes and weekly Progress Reports, which are sent home each Thursday.
Prior to Camp

- Parents enroll children, apply for scholarship (if desired), and complete Camper Questionnaire (and provide copies of evaluations, POTs, etc.)
- Parents receive copy of Parent Handbook via website and email
- New campers meet with camp director for an informal screening
- Staff and intern training
- Intern reviews paperwork, creates ‘Camper Snapshot’ to summarize data for all other staff
- Classroom set-up
- Lesson Planning for first week
- Open House
- Web presence- Summer Camp Overview
  - Parent Welcome Center-
Curriculum

- Thematic based, literacy-centered lessons, with themes changing each week
- Incorporates music, movement, literacy and academic concepts
- Focus on fun, smiles and laughter!
- Daily science activities were added in 2009
Daily Schedule

8:30 Staff arrive / set-up / prepare for day
9:00 Camper drop off
9:10-9:30 Welcome Circle / Introduction of theme / book
9:30-10:00 Outside
10:00-10:30 Bathroom / Snack
10:30-11:00 Centers
11:00-11:20 Language Circle
11:20-11:40 Science
11:40-12:00 Art / clean up for lunch
12:00-12:25 Lunch
12:25-12:35 Music
12:35- Closing Circle
12:45 Parent Pick-up
1:00-1:15 Clean up / data / staff planning / feedback
Cueing Systems - Make it Visual!

- Visual Cues, Graphic Cues, Picture Cues, Written Cues, Organizers, Venn Diagrams, Interactive Cues, Schedules, Behavior Charts, Social Stories....
Communication with Families

• Parents must drop off and pick up in classroom, making the directors, SLPs, teachers and interns accessible for daily communication
• Parents receive daily written feedback in addition to formal, weekly Progress Reports
• Daily email sent to families containing a link to each class’ webpage. Here, families can access:
  – Daily Newsletter
  – Weekly ‘Communication Forecast’
  – Weekly ‘Center time’ Information Sheet
  – Class video
  – Daily Pictures
• “Annual Parent Day”, with guest speakers and classroom visits
• “Professional Visit Day”- helps coordinate with camper’s other providers
• Parent Coffee- social support and networking for families
• Spontaneous events
Post-Camp Parent Survey
43 parents participating in online survey, asked to rank the following items:
- Summer 2009 Data
Parent Comments

• “This was the fourth year of attending the camp and as always we are very impressed with the professionalism of the staff. The curriculum is lots of fun and (the) age appropriate activities make speech during the summer more engaging.”

• “Enroll immediately. Not only are the children made to feel comfortable and involved, but the parents are as well. That is so important. You don’t have to worry if your child is in good hands or not-you will KNOW they are.”

• “My favorite part is watching my child develop relationships with other children and seeing her confidence increase when away from her parents. She especially liked the “singing circle”!”
Intern Knowledge Level: Pre- and Post-Camp

Percent increase of interns selecting “Moderate (level of knowledge)” or “Well Experienced” in the following areas, as compared to a before and after online survey- Summer 2009 Data

- Overall knowledge of speech or related disabilities: 137.5%
- Selecting activities to incorporate language skills into classroom activities: 400.0%
- Writing lesson plans: 250.0%
- Writing goals and objectives: 300.0%
- Maintaining clinical records: 375.0%
- Managing student behavior: 175.0%
- Encouraging peer interactions: 600.0%
“I feel that I’ve grown by leaps and bounds in virtually every aspect. I feel more confident in working with children, especially children with apraxia and autism. I feel confident with the work load (especially paper work) that I will handle one day. I also feel that I have a pretty firm grasp on what techniques must be used to elicit a response from a child with a language delay.”

“After working in a classroom setting I feel like my calling might be in getting both an educational degree and an SLP degree and using them to work in classrooms with both typically developing children and language delayed children to promote inclusion from the start of education. I love planning lessons and being around multiple children for hours.”

“If you love children and are a patient person, this internship is for you! You will gain a lot of wonderful hands on experience and leave camp feeling very confident. Most importantly, you will have a blast!”
SLP Post Camp Survey

Six respondents - 2009 Summer Camp

Please rank our overall effectiveness in incorporating the following skills into the classroom setting:

- Social language
- Expressive language
- Receptive language
- Overall communication skills
- Intern training program

Legend:
- Very Effective' or 'Effective'
- Impartial
- Not Effective
University Language-Literacy Camp for Preschoolers

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Purpose of Camp / Overview

- Designed to enhance preschoolers’ speech and language development
- Designed to enrich early literacy skills
- Designed to provide special needs children a camp experience
- Designed to offer graduate and undergraduate students an opportunity to work in a preschool camp model
Efficacy of a Camp Model for Speech-Language Service Delivery

- **Intensive:** 2 ½ hours of intervention
- **Experiential:** child-centered, discovery approach
- **Multi-sensory:** learning through all the senses
- **Explicit Teaching:** hierarchy of steps for teaching a skill
- **Structured and Systematic:** routine/schedule established: direct teaching
- **Social Relationships:** naturalistic and functional communication fostered
- **Educational:** *SCS Preschool Foundations:* Widely Held Expectations
- **Mixed Ages:** preschoolers 2-5 years old
- **Parent Education:** Participation, Observation, Home practice
Campers

• Morning Camp (ages 2-3)
• Afternoon Camp (ages 4-5)
  – Apraxia
  – Phonological Processing Disorder
  – Auditory Processing Disorder
  – Expressive & Receptive Language Disorder
(Cleft Palate, Stroke, Spina Bifida, Global Developmental Delays, Autism)
Camp Objectives

- Vocabulary knowledge
- Basic Language Concepts
- Speech intelligibility/sound production
- Narrative Skills (Storytelling)
- Emergent Literacy Skills
Evaluation/Screening Process & Data Collection

• Evaluation/Screening
  – Phone interview with parent
  – Review of information from other agencies
  – DIAL 3: Cognitive & language sections
  – Facilitative talking/play activities
  – PLS-4 Articulation Screener

• Data Collection
  – Observation Checklist
  – Individual Data Sheets
  – Small Group / Classroom Jottings
  – Progress Notes
Advertising & Funding

• Advertising
  – Newspaper
  – Brochures
  – Contacted prior campers
  – Word of mouth
  – CSD Department website

• Funding
  – NSSLHA donation
  – NC Alamance County Sertoma Club
  – Departmental funds for refurbishing preschool room
Camp Design
Undergraduate and Graduate Students Training Opportunities

• Graduates earned practicum hours

• Undergraduates earned Therapy Assistant hours

• Exposure to classroom dynamics, group management, team-teaching
Lesson Plans

• Plan includes:
  – Outside activities involving parent participation
  – Opening circle activities
    • Agenda
    • Rules
    • Songs-fingerplays
    • Storybook
  – Child-led centers & Individual sessions
    • Art Center
    • Reading Center
    • Writing Center
    • Dramatic Play Center
    • Manipulative Center
    • Sand-water Center
  – Fruit & Vegetable Snack
  – Closing circle activities
  – Garden Fun Fair (Last day of camp)
    • Puppet show, terrariums, smoothies, awards
Language Approaches, Techniques and Strategies for Preschoolers

- Activity-Based Language Intervention
- Facilitative Talking
- Child-Centered
  - Indirect Language Stimulation
  - Naturalistic Child Language
  - Incidental Teaching
Literacy

- Print Referencing
- Embedded-Explicit Intervention
- Dialogic Reading
- Writing Facilitation
- Phonological awareness activities
- Songs & Rhymes
- Enriching the Environment
Phonological Intervention Approaches

• Linguistic Based Approach
• Phonetic Placement
• Stimulus Approach
• Incorporated techniques from primary service provider
Parent Education

- Morning activity
- Child observation
- Educational notebook
- Parent group meeting
- Daily review of progress
Outcomes

- 3-5 goals per child
- Goals attained if observed 3 times
- Goals written with support provided (modeling/prompting)
- 37 goals total
- Met 29 out of 37 goals = 78.4% (during direct intervention)
- 8 goals not met (5 in articulation, 1 language, 1 literacy)
- 2 goals not met, but observed in snack/center time
Program Evaluation

• Positive Comments
  – Outside activities
  – Parent resource notebook
  – Social interaction during snack & center time

• Suggestions
  – Varying parent meeting times
  – Fewer center choices
  – Future camp for elementary students
Accomplishments

- Fostered interest (7 on waiting list)
- Incorporated inside & outside activities
- Involved parents
- Enhanced children’s language-literacy skills
- Attained individual goals
- Collected resources for future camps
- Fostered healthy snacks & social language
- Engaged children’s interest in nature
- Created a team approach
Challenges

• Minimal progress for children with apraxia
• Limited time for:
  – parent education meeting
  – student preparation
  – collaboration with primary service providers
• Conducting research
• Obtaining funding
Considerations for Future Camps

- Labor Intensive
- Funding
- Research
- Clinician Hours
- Age range
- Child readiness for camp
References (Introduction)

- Syverson, A.N. Supporting Early Literacy in Natural Environments. NCSHLA Conference Presentation, April 2008.
References (Approaches)


References (Literacy)


References (Parent Involvement)


Audience Participation

• Information Sharing
• Questions for panel
• Brain-storming challenges
• Suggestions
Summary & Concluding Remarks