RTI: Speech and Language Support for All (SALSA) Development Project
Having a powerful impact on the lives of students

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Exciting Initiative from Louisiana Department of Education

• Task force formed in February of 2009, led by Phyllis Butler from LDOE
• **SALSA** = Speech and Language Support for All
• Task: Define the role of the SLP in the Literacy and RTI movement
• Members include parents, local administrators, coordinators of SLP’s from districts across the state, and representatives from university programs
The purpose of SALSA is:

1. to align the role of the SLP to conform to ASHA guidelines, educational reforms, and legal mandates
2. to have a direct effect on academic achievement and educational outcomes
3. to provide services for students with oral and written speech-language-literacy needs.

Regulations Forcing Change

- Mandates from IDEA, No Child Left Behind, Act 504, and ADA are forcing change in how we run schools and how children are taught.
- Under these regulations, schools are held accountable for making continuous progress toward the goal of achieving grade level proficiency for all students, including those with disabilities.
- All school personnel must work toward this goal, including SLPs who are held accountable for educating children to the same extent as other educators.
ASHA Position on Role of SLP

- SLP transitioning into new and expanded roles
- provide needed direct and indirect services to struggling students
- SLPs use non-traditional service delivery models in both special and general education settings
- school-based SLPs provide early and appropriate intervention as well as necessary support in the literacy and Response to Intervention (RTI) initiatives

High Stakes Testing & Accountability

• Statewide testing at 4th and 8th grade to determine promotion and retention
• DIBELS Next and other measures of yearly and ongoing progress monitoring
• Graduation Exit Exams
• Common Core State Standards (CCSS) (national standards for grade level expectations)
• Achievement tests like Iowa Basic Skills
• Curriculum benchmark testing
1. Understand the SLP’s role in literacy and numeracy (re-envision self)
2. Know how to use school-wide data to consider the “big picture” for the child
3. Understand the language foundation for a) curriculum, b) behaviors
4. Know how to conduct and interpret diagnostic assessment as part of an assessment team that places language as the primary focus of learning problems

1. Prioritize needs of child along a continuum from high to low academic impact; high to low social impact; high to low developmental delay

2. Formulate differential priorities based on academic, social and developmental impact

3. Based on priorities, establish a plan of a) classroom changes, b) short-term interventions, c) long-term plan of intervention – monitoring – revision (prescriptive teaching)

May Involve Changes in How We View Caseload
1. Assure that every intervention simultaneously addresses oral and written language for all disabilities, all ages, all severity levels

2. Involve teachers, SP Educators, reading coaches, administrators to maximize efforts
   a) Shared goal where each person implements part of a coherent plan,
   b) Teach scaffolding, language focus on behavior etc so other have appropriate lens and tools they can use in the classroom,
   c) In-class interventions (short-term) to address specific problem with whole class or sub-group

3. Implement flexible case management, including monitoring, dismissal, and re-implementation as needed

Value Added Assessment (VAA)

- comprehensive, statistical process
- used by school districts to determine how each school professional contributes to the academic progress of students and
- to assess the quality of each staff member
- relies heavily on high-stakes testing scores
- evaluating the inclusion of other factors such as student feedback, observations, portfolio assessments, and other classroom performance measures

Adamczyk, D. (2011, April 05). The Value of Value-Added Assessment. The ASHA Leader
Developing a VAA System

- Initiated by U.S. Department of Education
- Measuring teachers' contributions to student learning must be rigorous, between two specific points in time, and comparable across classrooms
- To date has been directed toward evaluating general education classroom teachers
- In the near future, other school staff, including SLPs, also will be evaluated using a VAA system

Adamczyk, D. (2011, April 05). The Value of Value-Added Assessment. The ASHA Leader
ASHA is developing resources for school-based speech-language pathologists to use in working with their state or district to design a VAA system for SLPs.

School-based clinicians need to be engaged in the process of developing a system to judge the quality and contributions of SLPs rather than have a system imposed upon them.

SALSA Goals will help SLPs demonstrate we are a valuable resource for the school community and have a direct link to student achievement.

Adamczyk, D. (2011, April 05). The Value of Value-Added Assessment. The ASHA Leader
SALSA
Demonstration Project
SALSA Demonstration Project

• Establish model school
• Determine uses of school-wide data for SLP
• Work toward school-wide language screener
• Active involvement in literacy interventions
• Implement interventions and measure value added contributions of SLP
• Implement workload model
• Involve teachers and others in implementing more language-based instruction
children with speech and language delays are at-risk for literacy
children with learning disabilities have deficits in a wide range of language skills
yet children referred for speech and language disorders are generally not assessed for literacy
and those identified as reading disabled rarely were seen by and SLP during the identification process
The SALSA initiative requires SLPs to address both the oral and written speech and language needs of students.

- The model naturally leads to a coordination of information and efforts.
- More interactions between SLP and other school personnel involved in literacy.

Changing Focus to Oral and Written Language Needs
Understand the SLP’s role in literacy and numeracy

Objectives:
1) Each SLP increases personal knowledge in language foundation for literacy and numeracy
2) Help all school personnel understand the changing role of the SLP

Strategies:
- Staff development
  a) Presentation to faculty at teacher orientation
  b) Presentation to parents at open house
  c) Quick notes and newsletters initiated at school
  d) Modeling in classroom
  e) Attend selected grade level meetings
SALSA QUICK HELP REQUEST

Teacher’s Name: __________________ Room: ______________ Grade: __________

Date: ______________________

Describe the problem (be specific):

Best time to come by and observe/talk:
Language Observation form was developed to guide teacher’s analysis of our demonstrations and the strategies we used to support student learning, and to provide feedback to us on what needs further clarification.

Meaux, 2010
• Our first task was to broaden the SLP’s language lens
• Looked at the entire caseload for language and literacy issues
Example: Articulation Only Students

- we found that all of them scored low in one or more measures of DIBELS
- Both decoding and comprehension scores were low
- nearly all performed below the cut-off points for the CELF
- many scored low in spelling and/or phonics
- Conclusion: our interventions were not having a direct effect on academic achievement and educational outcomes
The needs of identified children are not equal and a formula for prioritizing needs and related services must be developed. For example:

- An articulation disorder without concomitant phonemic awareness, word recognition or spelling deficits has lower priority.
- Articulation errors that are not outside of the normative range have lower priority (and most will self-resolve).
- Articulation errors concomitant with phonemic awareness, word recognition, or spelling deficits will be treated within a literacy context.
# Iowa – Nebraska Articulation Norms

<table>
<thead>
<tr>
<th>Age</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years</td>
<td>m,n,h,w,p,b,d</td>
<td>m,h,w,p,b,d</td>
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<tr>
<td>3;6 years</td>
<td>t,d,k,f-</td>
<td>k,g,n,f-</td>
</tr>
<tr>
<td>4 years</td>
<td>g</td>
<td>t,y,tw,kw</td>
</tr>
<tr>
<td>4;6 years</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>5 years</td>
<td>y-</td>
<td>l-</td>
</tr>
<tr>
<td>5;5 years</td>
<td>tw, kw, -f, v</td>
<td>v, -f, pl, bl, kl, gl, fl</td>
</tr>
<tr>
<td>6 years</td>
<td>l-, pl, bl, kl, gl, fl</td>
<td>j, tj, j, -l, θ</td>
</tr>
<tr>
<td>7 years</td>
<td>z, s, spl, sp, sm</td>
<td>z, s, sp, st, sk, sm, sn,</td>
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<tr>
<td></td>
<td>st, sn, sk, skw, sw</td>
<td>sw, sl, skw, spl, sp, η</td>
</tr>
<tr>
<td></td>
<td>sl, j, tj, j, -l, η, ē</td>
<td></td>
</tr>
<tr>
<td>8 years</td>
<td>θ, r-, pr, br, tr, dr</td>
<td>r-, pr, br, kr, fr, tr, dr,</td>
</tr>
<tr>
<td></td>
<td>kr, fr, gr, -er</td>
<td>gr, -er</td>
</tr>
<tr>
<td>9 years</td>
<td>thr, str, spr, sk</td>
<td>thr, spr, str, skr</td>
</tr>
</tbody>
</table>
Based on priorities, establish a plan of

• classroom enhancements
• short-term interventions
• progress monitoring
• re-evaluate and establish next phase based on priorities
• assumes a flexible schedule that changes focus across the school year
Rethinking Service Delivery

- Pull-out
- Consulting
- Coaching
- Parent training
- Short term interventions
- Co-teaching
- Planning Teams
- Newsletters
- Thinking
Problem: Children have articulation problems and reading delays

- Provide interventions that simultaneously work on oral and written language
- Focus on target sound, target phonological process, or target spelling pattern
- Use print to cue child when to produce target sound
- Increase complexity of target words and syntactic contexts
- Paraphrase passages to elicit spontaneous productions

- As child is successful at producing the words on the page, send pages home as a homework assignment

Norris, 2010
Examples of artic-phonics lessons

Phoneme S initial – 1 CVVC 1-2 syllable

sail  seas
sailboat  soap
seems

Today the little girl wants to sail her sailboat, but it seems the seas are filled with soap.

Phoneme S initial – 2 CVVC 1-2 syllable

Sundays  Review:
seagull  seems
soar  sailboat
seashore  sail
steamboat  seas

Sundays, it seems, are perfect for a seagull to soar along the seashore. As he flies up above, a sailboat and a steamboat sail through the seas.
Problem: Identified children plus many others have poor phonemic awareness and low reading achievement

- Implement an 8-week intensive small group phonemic awareness intervention in the classroom
- Use words from classroom reading book
- Monitor progress weekly with teacher; modify goals as agreed
- Exchange strategies and principles with teacher

- Work intensively with aids or paraprofessionals in different classrooms for several weeks
- Coach on the use of better strategies and techniques
- Assure that phonemes are being produced correctly
- Improves instruction for a wide range of children now and in successive years

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K: Vocabulary Center

**Vocabulary:** Use classroom book

Discuss each word at 7 SDS levels

**Analogies** – penguin mothers are like human mothers

**Evaluation** – penguin mothers are important for survival

**Inference** – mother penguins teach their babies to take care of themselves

**Interpretation** – the mother is protecting the baby

**Attributes** - mother has black beak and back, white stomach

**Describe** - the penguins are standing with their wings out

**Label** – they are penguins

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Fluency: Learn sight words from book

Will determine if pictured words have advantage in learning words
Intervention Story #1. P/lb pattern.

Bob got a pot. He took off the top. He saw a big crab. But the pot began to tip. The crab bit Bob. He went in the tub with the pig.

Phoneme Awareness:
Learn CVC pattern words

Rhyme, sound isolation, manipulation, blending, segmenting
Owl Eats

It was morning. Baby owl (owlet) was hungry. He was perched in his next.

“Hoot, hoot,” he cried.

Mama owl fed baby owl.

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Problem: Fourth graders showing problems with reading fluency and comprehension

- Teacher follows the reading curriculum
- Helps students decode words
- Teaches new vocabulary
- Helps students figure out meaning from context
- Asks factual and inferential comprehension questions
- Activates background knowledge
- Elicits predictions about what will happen next

- SLP uses same story but addresses the language foundation
- Asks questions and then helps children figure out specifically where the language of the text states or implies this information
- Breaks complex sentences into constituent ideas and helps children understand the interrelated meanings
- Learn to identify and interpret complex language structures
When she raced up four flights of stairs to the bedroom she got there before her sister.

Norris, 2009

Visualize how to construct complex sentences for both meaning and form, including punctuation.
Problem: Student demonstrates behavioral problems, doesn’t listen, flips through book and other off-task behaviors.

- View the behaviors using a language lens
- Flipping through book means student is looking for pictures or other context
- Is not understanding the information presented
- Needs reduced language input, visuals and demonstrations, repetition of information

- Brief, useful newsletters
- Information about language, learning, and language-based problems
- Suggestions for classroom compensations
- Explain why children flip through the book and what that tells you about what they need in order to learn
- Provide concrete suggestions
Problem: ASD children in developmental disabilities classroom are nonverbal

- Begin by teaching requesting using picture symbols that provide speech cues and prompt written word recognition
- Act as facilitator to assist child to use pictures to request turns or materials in the classroom activity
- Teach paraprofessionals to assist child to make requests throughout day
- Invite parent to participate, first as observer and then as facilitator
- Provide pictures to parent that can be used at home
- As child uses cars reliably to request, have parent point to sound cues on picture and emphasize sound production cues
- Add pictures at parent request

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Examples of Gains from Last Year

<table>
<thead>
<tr>
<th>Student</th>
<th>PLS-4 Receptive (months)</th>
<th>PLS-4 Expressive (months)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Therapy</td>
<td>Post-Therapy</td>
</tr>
<tr>
<td>DD1</td>
<td>9-10 mo</td>
<td>25 (+15 mo)</td>
</tr>
<tr>
<td>DD2</td>
<td>15 mo</td>
<td>18 (+3 mo)</td>
</tr>
<tr>
<td>DD3</td>
<td>1-11</td>
<td>4*</td>
</tr>
</tbody>
</table>

- nonverbal 6 and 7 year old children
- long-term study (20 weeks or 5 months) - two times a week for 30 minutes
- Picture Exchange Communication System (PECS; Bondy & Frost, 2001) was utilized
- MorphoPhonic picture symbols were used
- goals were to increase attempts of functional communication and increase communicative acts while incorporating print awareness.

By the end of the intervention:
- DD1 participated in turn-taking during conversation and in play.
- He also independently produced 5-10 words by the end of the school year.
- He began naming colors and counting therapy materials.
- DD2 increased steps in play sequences to 2 steps.
- He also increased the number of words imitated.
### DD: Nonverbal or Limited Language

<table>
<thead>
<tr>
<th>Letter/Speech Learning:</th>
<th>Reading: Learn words from book</th>
<th>Teacher Centers: Writing, letters</th>
<th>Pragmatics: Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter units</strong></td>
<td>Peter’s eyes saw it pop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bb</td>
<td>Can yours?</td>
<td>Peter’s eyes saw it pop.</td>
<td></td>
</tr>
<tr>
<td>Pp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gg</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit I: Stops**
- early developing sounds
- letters cue sound production
- simultaneously learn oral and written codes
- Multisensory cues for letter learning
- Addresses IEP and curriculum goals

- Use sight words cards in place of other AAC pictures to talk about book
- Props and child’s own actions used to request, comment

Use PECS procedures to teach requesting

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References

• **SALSA: Speech and Language Support for ALL Initiative Document (2010).** Publication distributed by the Louisiana Department of Education.

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• **Ehren, B. J. (2007, Sept. 25). Responsiveness to intervention: An opportunity to reinvent speech-language services in schools. The ASHA Leader, 12(13), 10-12, 25.**

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