Financial Disclosures: None
Nonfinancial Disclosures:
Presently employed by Pasco County School Board
B.A. Psychology, Allegheny College in Meadville, PA.
M.A. Speech Language Pathology, Edinboro University of Pennsylvania
ASHA Certified SLP member 33 years

LEARNING OUTCOMES:
ATTENDEES WILL BE ABLE TO IDENTIFY
• Roles and Responsibilities of the School-Based SLP
• 4 evolving profession practice issues encountered in the school setting
• Ways to look through the lens of an SLP into the curriculum to help the growth of our students
• Morphology therapy activities that extend into the educational curriculum.
ROLES AND RESPONSIBILITIES OF SPEECH LANGUAGE PATHOLOGISTS IN THE SCHOOLS

- Policy Documents
- Professional Issues Statement

doi:10.1044/policy.PS2010-00318

RANGE OF RESPONSIBILITIES

- Prevention
- Assessment
- Intervention
- Program Design
- Data Collection & Analysis
- Compliance
- Leadership
- Mentoring
- Resource to staff & families
- Collaboration with internal and external personnel

LEGAL MANDATES

- Prior laws: FAPE &
- Every Student Succeeds Act (ESSA) Dec 2015 replaced the No Child Left Behind Act (2002). Continue to meet the requirements for the Elementary and Secondary Education Act of 1965. For the first time included research based, statistically significant effect on improving student outcomes.

Percentage of school-based SLPs treating students by area of intervention and year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice &amp; resonance disorders</td>
<td>30.5%</td>
<td>28.5%</td>
<td>25.5%</td>
<td>23.5%</td>
<td>21.5%</td>
<td>20.5%</td>
<td>18.5%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Traumatic brain injury</td>
<td>19.3%</td>
<td>18.0%</td>
<td>14.6%</td>
<td>16.9%</td>
<td>17.4%</td>
<td>17.9%</td>
<td>18.5%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Speech sound disorders (s)</td>
<td>15.5%</td>
<td>13.0%</td>
<td>12.0%</td>
<td>13.0%</td>
<td>14.0%</td>
<td>15.0%</td>
<td>16.0%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Selective mutism</td>
<td>14.5%</td>
<td>16.5%</td>
<td>18.5%</td>
<td>19.5%</td>
<td>20.5%</td>
<td>21.5%</td>
<td>22.5%</td>
<td>23.5%</td>
</tr>
<tr>
<td>Reading and writing literacy difficulties</td>
<td>20.7%</td>
<td>16.5%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Nonverbal, augmentative and alternative communication</td>
<td>12.5%</td>
<td>10.5%</td>
<td>8.5%</td>
<td>8.5%</td>
<td>8.5%</td>
<td>8.5%</td>
<td>8.5%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Language disorders: Semantics, morphology, syntax</td>
<td>25.0%</td>
<td>20.0%</td>
<td>15.0%</td>
<td>10.0%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Language disorders: Pragmatics, social communication</td>
<td>10.0%</td>
<td>7.0%</td>
<td>4.0%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hearing loss (s)</td>
<td>50.0%</td>
<td>40.0%</td>
<td>30.0%</td>
<td>20.0%</td>
<td>10.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fluency disorders</td>
<td>60.0%</td>
<td>55.0%</td>
<td>50.0%</td>
<td>45.0%</td>
<td>40.0%</td>
<td>35.0%</td>
<td>30.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Dysphagia (swallowing/swallowing disorders)</td>
<td>25.0%</td>
<td>15.0%</td>
<td>10.0%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Cognitive communication disorders</td>
<td>10.0%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Childhood apraxia of speech</td>
<td>10.0%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Autism spectrum disorder (s)</td>
<td>10.0%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Auditory processing disorder</td>
<td>10.0%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

2016 ASHA Schools Survey SLP Caseload Characteristics
CRITICAL ROLES FOR THE SCHOOL-BASED SLP

• Working Across All Levels- Pre K - High School
• Serving a Range of Disorders
• Ensuring Educational Relevance
• Providing Unique Contributions to Curriculum
• Highlighting Language/Literacy
• Providing Culturally Competent Services
REDEFINING OUR ROLE / EXPANDED SCOPE OF PRACTICE

• School-based speech-language pathology is at a crossroads where SLPs seek to contribute significantly to the well-being and success of children and adolescents in schools as ever-increasing demands are placed on them with an expanded scope of practice. It is essential that SLPs' roles and responsibilities be redefined in light of substantive changes that have taken place in schools, as well as in the discipline of speech-language pathology. Changes in three areas provide a rationale for the current roles and responsibilities articulated in the ASHA position statement and professional issues statement: (1) educational reform, (2) legal mandates, and (3) evolving professional practices, all of which are interrelated.

EDUCATIONAL REFORM/LEGAL MANDATES

• Eliminate the gaps in achievement; increase graduation and decrease dropout rates. Based on 2016 data, 64% of U.S. 4th grade students and 66% of U.S. 8th grade students are at or below basic level of reading & writing (www.nationsreportcard.gov).

• Changing demographics of our schools with diverse learning needs; cultural and linguistic backgrounds.

• Pressure on educators to improve educational outcomes. Evidence based and data driven! Every Student Succeeds Act Dec 2015
COMMON CORE STATE STANDARDS SHIFTS IN ELA LITERACY

1. There is a balance of informational & literary text students read.
2. Building knowledge about the domain or content are through text rather than the teacher or activities.
3. Instruction is centered around grade level appropriate text.
4. Text Based answers – Students engage in evidence based conversations about the text.
5. Writing from sources - writing emphasizes use of evidence from sources to inform or make an argument.
6. Academic vocabulary – students build vocabulary they need to access grade level complex texts.
7. Transfers occur within the grade with like content in increasingly more complex text and also spirals grade to grade.

EVOLVING PROFESSIONAL PRACTICES

• Medically Fragile Students
• EBP
• RTI
• Reading Writing & Curriculum
EVOLVING PROFESSIONAL PRACTICES

- Medically Fragile Students
- EBP Evidence Based Practice
- RTI
- Reading Writing & Curriculum

Evidence-Based Practice (EBP)

The goal of EBP is the integration of: (a) clinical expertise/expert opinion, (b) external scientific evidence, and (c) client/patient/behavior perspectives to provide high-quality services reflecting the interests, values, needs, and choices of the individuals we serve. Conceptually, the initial principle forming the base for EBP can be represented through a simple figure.

Key Steps in the EBP Process
- Step 1: Framing the Clinical Question
- Step 2: Finding the Evidence
- Step 3: Assessing the Evidence
- Step 4: Making the Clinical Decision

EBP Resources
- Website: Evidence-Based Practice Tools for Practitioners
- Evidence-Based Practice Tutorials and Resources
- Dictionary of key terms and definitions

ASHA WEBSITE: EVIDENCE BASED PRACTICES
EVOLVING PROFESSIONAL PRACTICES

- Medically Fragile Students
- EBP
- RTI
- Reading Writing & Curriculum

SPEECH LANGUAGE PATHOLOGY DELIVERY AREAS

- Language: Spoken and written language (listening, processing, speaking, reading, writing, pragmatics)
- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics: language use and social aspects of communication
- Prelinguistic communication (e.g., joint attention, intentional, communicative signaling)
- Paralinguistic communication (e.g., gestures, signs, body language)

Literacy (reading, writing, spelling)
The brain is wired for speech and language. There are no neural structures specifically for reading and writing. Brains areas are repurposed or ‘recycled’ to become specialized. These areas in turn make new neural connections. With continued activation the system network becomes automatic and efficient.

Dehaene, 2011

**Planum Temporale** — superior temporal lobe

- Increased phonological response to spoken language
- Activation to spoken language nearly doubles in good readers as compared to illiterates.

May be a location where letters and phonemes associate

**Visual word form area (VWFA)**

- Increased response to written strings
- Decreased response to faces — good readers can activate VWFA from purely spoken language input whenever the input leads to activate an orthographic code.

Dehaene, 2011

**Learning To Read And Spell Requires The Coordination Of All 3 Linguistic Areas:**

- Phonological Awareness
- Orthographic Knowledge
- Morphology

**Multilingual Approach (Masterson & Apel, 2010)**

**Triple word form theory (Berninger et al., 2010)**
Teaching phoneme-grapheme correspondence is the fastest most efficient way of making children efficient readers, both for pronunciation and for comprehension (Ehri, Nunes, Stahl, and Willows, 2001).
HOW DO WE INTEGRATE INTO THE CURRICULUM!

- What is it? Find out about the curriculum and be aware of what your students are learning. Stretch!
- Know your students.
- Remember, you are the language expert. Focus on what we know!

From: American Reading Company Foundational Skills Toolkits

Tier 3 Domain specific academic words

Tier 2 Academic vocabulary learned through the text & curriculum

Tier 1 Everyday Words

The IRLA Developmental Reading Taxonomy builds skills logically and efficiently.

Beck, McKewown & Kucan 2002
90% of the “core” vocabulary words appear in both narrative & informational texts from elementary through college levels.

Core vocabulary: 3 groups:
1. Basic familiar concrete words (both nouns and verbs)
2. Academic words
3. Morphologically related words

Text Complexity

Qualitative

Knowledge demands on the reader:
- Background, themes, perspective, culture

Structure – sequence; simple/complex; explicit/implicit; graphics

Language Vocabulary

Quantitative

Levels analytical – Lexile; IRLA

Readers & Tasks
Every child is different; supportive & moving towards independence

5 General Categories of Words in Narrative Texts

- Communication/Internal Process – verbs
- Character traits - adjective
- Character names - nouns
- Emotion – adjectives
- Movement – verbs

SPEECH LANGUAGE PATHOLOGY DELIVERY AREAS

- Language: Spoken and written language (listening, processing, speaking, reading, writing, pragmatics)
- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics (language use and social aspects of communication)
- Prelinguistic communication (e.g., joint attention, intentionality, communicative signaling)
- Paralinguistic communication (e.g., gestures, signs, body language)
- Literacy (reading, writing, spelling)

Progression of Foundational Skills in the Standards

Kindergarten: Consonant sounds, Long and short vowel sounds, high frequency words, phonemic awareness
First Grade: Onset/rime, Blends, Digraphs, Final -e, vowel teams; Know every syllable must have a vowel, Inflectional endings, Two syllable words

Second Grade: Additional (variant) vowel teams, Two syllable words, Simple prefixes and suffixes, Inconsistent but common spelling sound correspondences

Third Grade: Prefixes and derivational suffixes, Latin suffixes, Multisyllabic words

Fourth and Fifth Grade: Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

SYLLABIFICATION IN THE STANDARDS

LAFS.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.  CCSS Appendix A:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Syllable Type</th>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Syllable</td>
<td>Minimal</td>
<td>Cat, Mat, Hot</td>
</tr>
<tr>
<td>First Grade</td>
<td>Short</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
<tr>
<td>First Grade</td>
<td>Long</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
<tr>
<td>First Grade</td>
<td>Open</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
<tr>
<td>First Grade</td>
<td>Closed</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Vowel Teams</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Digraphs</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Blends</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Rime</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Onset</td>
<td>Open &amp; Closed</td>
<td>Cat, Bat, Hot</td>
</tr>
</tbody>
</table>
Vowel flex method

- Rabbit
- Robot
- Cabin
- Raclet

- ID vowel chunks
- Sound out 1 chunk at a time
- Do you recognize it
- Flex the 1st vowel syllable to recognize the word. Go long or short vowel

Two Syllable Words:
Every syllable has a vowel!

1. Find the vowels/vowel teams.
2. Look at the letters (consonants) between the vowels.

"One in the middle! Cover it up!"
"Two in the middle! Split them up!"

OPEN AND CLOSED SYLLABLES

Two vowels: i, a; one v in the middle, cover it up!
- rival

Two vowels: a, e; two consonants (s, k) in the middle, split them up!
- basket
If there are 3 consonants, do a 1-2 split!

Two vowels, three consonants in the middle: Do a 1-2 split!

children
instant

“I suggest that we all think of work related to spelling, not as spelling per se, but as helping students develop basic word structure knowledge. It is not modality specific, but crosses word level decoding and encoding, phonology, morphological, and orthographic skills. Research by numerous spell talk contributors have shown (e.g., Apel, Berninger, Treiman, Henry, Wolter, Wasowicz) it is a complex topic that requires stable associations among oral and written symbols, including phonology, morphology, and orthography. No one owns the area nor should any education-related professional be banned from it.”

Nickola W. Nelson, Ph.D., CCC-SLP, BCS-CL
Professor emerita, Western Michigan University
Editor-in-Chief, Topics in Language Disorders
Feb 25, 2018 retrieved from SPELLTalk listserve

Essential Word Sorts: Words Their...
Words are not just words. They are the nexus—the interface—between communication and thought.

**WHAT IS MORPHOLOGICAL AWARENESS?**

- Morphological awareness is the ability to consciously consider and manipulate the smallest units of meaning in spoken and written language, including base words and affixes.
- As speaking develops you have morphological production but the awareness begins around age 5. (Apel & Henbest, 2016).
- Morphological awareness significantly contributes to word level reading, reading comprehension and spelling ability (Wolter et al. 2009; Goodwin & Ahn, 2013; Bowers, Kirby & Dean, 2010).

**MORPHEME INTEGRATE SEMANTICS, PHONOLOGY AND ORTHOGRAPHY**

Moats, L. (2000)
Effective practices related to language or literacy deficits are activities that tap into the meaning (semantic) as well as phonological (sound) and orthographic (spelling) aspects of morphologically complex words.

- 1 Explicit instruction
- 2 Integrate reading and writing into context
- 3 Repeated opportunities to actively reflect and think about the meanings of base words and affixes; how it changes in pronunciation and phonology. Magic/magician; sign/signal; vowel shift relate/relative; wise/wisdom
- 4 Motivation
- 5 Self discovery problem solving

WORD MAP

Graph – to write
Graph - Graphed
Graphs
Graphing
Autograph
Autographs
Photograph
Photographer
Photography
Biography
Biographical
Autobiography
Autobiographical
Graphite
Grapheme

WORD LEARNING STRATEGIES: MORPHEMIC ANALYSIS

Word Matrix

<table>
<thead>
<tr>
<th>un</th>
<th>please</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td></td>
</tr>
</tbody>
</table>

Word Sum

\(<\text{un} + \text{happy}\> = \text{unhappy}\)
\(<\text{un} + \text{happy} + \text{ness}\> = \text{unhappiness}\)

SPECIFIC WORD INSTRUCTION
dissolve (disolved)

- Direct explicit instruction related by context
- Rich instruction multiple and varied exposures
- Word list in print and pictures
- Sound Processing & Phoneme Sound
- Language Part of speech
- Phonology: Define base word, any prefixes or suffixes
- Create a collection
- Consonants words are easier to remember than abstract.
- Repetition use of root vocabulary is a must.
- Select words to teach.
- Tier 2 - Venn Diagram

http://textproject.org/classroom-materials/textproject-word-pictures/
WORD ASSOCIATION AND EXTENSION OF DEGREES OR SHADES OF MEANING

cranky, annoyed, upset, seething, raging

DEGREE OF MEANING
Word Thermometer

VISUAL MAPPING VOCABULARY AS A NETWORK LINKING WORDS TOGETHER FOR CONTENT:
Concept map for informational text - elementary
VISUAL MAPPING FOR EXPANSION ON MULTIPLE MEANINGS
Color coded for parts of speech
Another way to represent degrees of meaning
http://www.visualthesaurus.com/

VISUAL MAPPING FOR WORD NETWORKS
“Everyday Expressions for Everyday Events”
Core Vocabulary: multiple meanings; synonyms; phrases; idioms
Great for ELL
www.textproject.org

WEBSITES
- www.interventioncentral.org
- www.intensiveintervention.org
- www.visualthesaurus.com
- www.readworks.org
- www.readwritethink.org
- www.readingrockets.org
- www.readworks.org
- www.readinga-z.com
- www.readingz-2.com
- www.fcrr.org
- www.intensiveintervention.org
- www.educatorstechnology.com
- www.digitalpromise.org
- www.learningbydesign.com
- www.frrr.org


