

Leading Literacy Initiatives for Students with Special Needs

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Advance Organizer

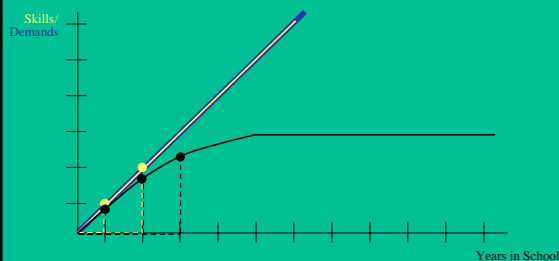
- What are current challenges faced by special education administrators in the area of literacy?
- What does it takes to lead literacy?
- What key information should you have?
- Who are these kids who struggle with literacy?
- What should the game plan be?
- How might the Content Literacy Curriculum help secondary schools?

What are current challenges of special education administrators?

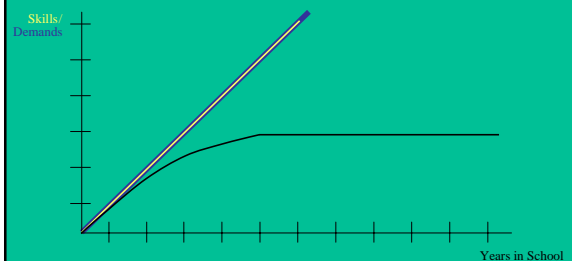
The Challenges

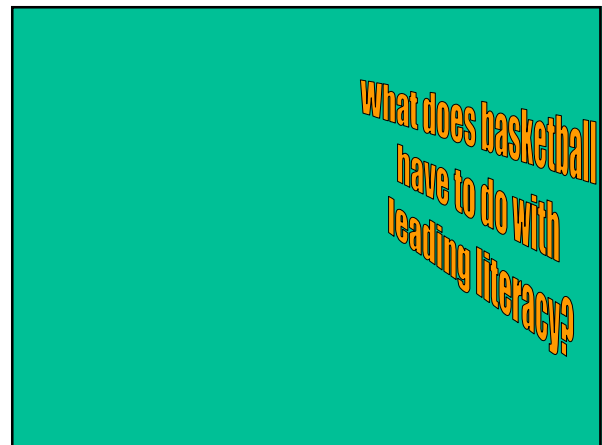
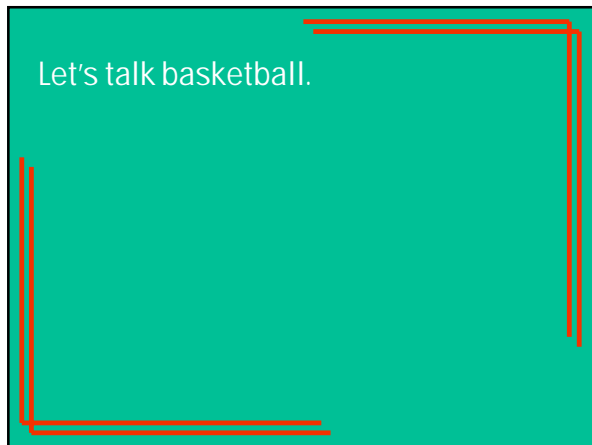
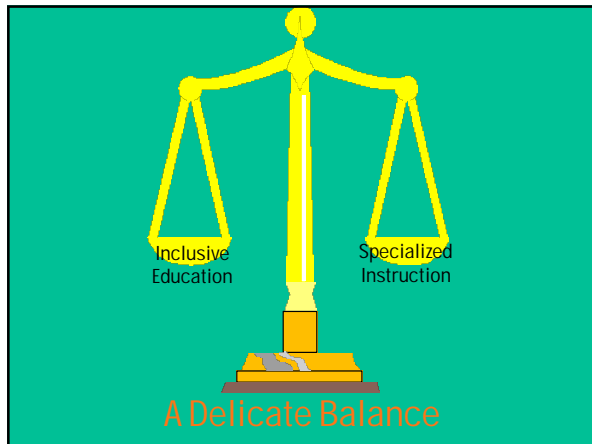
- NCLB
 - Adequate Yearly Progress
 - Scientifically-based practices
 - Highly qualified teachers
- IDEA
 - Access to the general education curriculum
 - Specialized instruction

The Performance Gap



The Performance Gap





Lessons Learned from a 10 Year old Point Guard
 A point guard is the leader of the court. He controls the game. He tells his or her teammates what to do and they have to listen (except for the coach, of course.) If they don't they're not doing their jobs correctly. Now you're probably saying to yourself, "Ah what an easy job I have." But the point guard has the most responsibility on the team. For instance, he has to hustle the whole game. If he doesn't he could mess it up for the whole team. Also he has to bring the ball up the court, make good passes to the teammates and not just one teammate, but all of the teammates. Remember the point guard rules the game. He cannot be selfish. Well there you have it. That is pretty much what a point guard is and does.

Jesse Ehren 8/95

- Running Point for Students with Special Needs**
- Displaying a whole lot of hustle
 - Advocacy, pro-action
 - Putting points on the board
 - Focus on accessing the general education curriculum
 - Surveying the entire floor
 - Know the landscape of the whole system
 - Knowing the plays
 - Be aware of scientifically-based practices
 - Knowing when to pass the ball
 - Facilitate shared responsibility and leadership
 - Relying on the skills of others
 - Collaborate and foster collaboration

LEADERSHIP LEADERS HIP

Nelson, 2004

A leader who is not so hip

Who Are these kids?

Bruce is a 3 year old child with multiple handicaps. He has little functional communication. His family wants him to learn to talk and is not interested in AAC.

Rollando is a kindergarten student. English is his second language. He does not have all the vocabulary he needs to participate in his class, nor does he have a developmentally appropriate vocabulary in Spanish. His mother says that he is very quiet at home and doesn't speak a lot of Spanish. He doesn't converse in English with his peers at school.

Leroy is a 3rd grader who struggles with reading comprehension and writing composition. His word recognition skills are on grade level, but when he reads he is more likely to identify details as main ideas. When he writes, he does not communicate a central message. He writes disconnected thoughts.

Tiffany is a 5th grade student with a limited vocabulary and only simple syntax. She does not use complex clauses orally or in writing. Her writing pieces are short with redundant word usage. Although her teacher is using the writing process, Tiffany has difficulty employing this approach. She tends not to approach tasks strategically and is resistant to making revisions in her work.

Pamela is a 7th grader whose written responses to short answer questions on her social studies test are generally of the same length and complexity of her peers. However when asked to write an essay about her favorite athlete, her work is seldom like her classmates due to her short sentences and disorganized structure.

Charlie is a 10th grade student who is struggling in all his classes. He has serious problems with reading and cannot gain the information he needs from textbooks. He doesn't have many friends in school and does not participate in extra curricula activities.

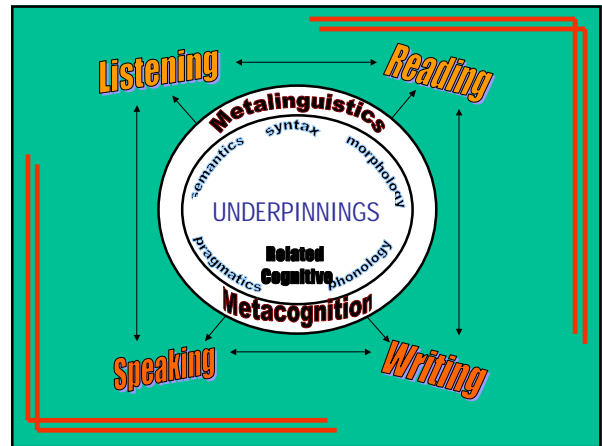
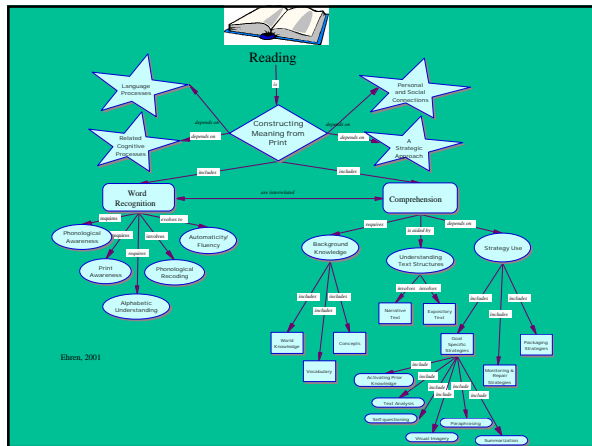
What should you know?

Key Understandings

- There is language beyond phonemes.
- Language connections exist across modalities
- Lack of language underpinnings is often a culprit in students with disabilities
- Students need skill as well as strategy instruction.
- Balance has to be struck between authentic literacy events and direct, systematic skill instruction.
- Matthew effects help explain the performance gap in literacy.

Key Understandings

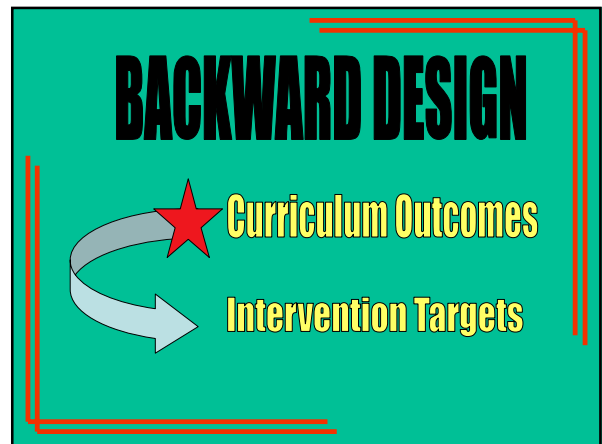
- It is never too late for students to acquire literacy proficiency.
- Intervention in decoding and fluency for struggling readers is necessary but not sufficient to facilitate reading proficiency.
- As students get older there are increasing literacy demands for school success.
- Content literacy is the door to content acquisition
- Multiple literacies are important.




What's the game plan?

Focus on curriculum outcomes

Encourage broad-based literacy assessment



Approach to Assessment



You are **NOT** out to find everything wrong with the student.

You **ARE** out to learn how to help the student access the general curriculum.

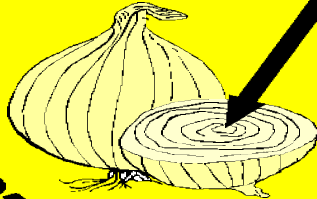
What does she have to do?

Curriculum and Instruction

What does she need to do it?

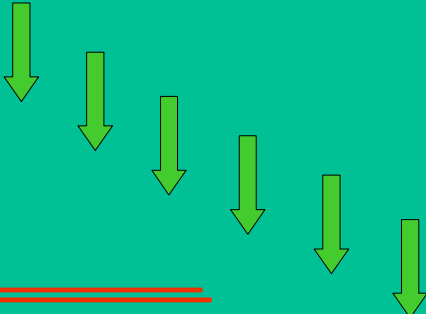
Intervention Targets

GETTING TO THE CORE OF THE PROBLEM



PEELING THE ONION

Levels of Inquiry



Levels of Inquiry

↓ Understands what s/he reads at grade level? At independent reading level?

↓ "Reads" (recognizes) connected language fluently at the appropriate grade level?

↓ Recognizes individual words rapidly at grade level?

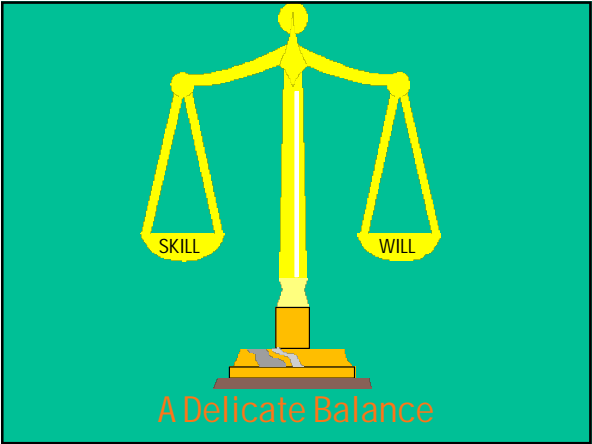
Levels of Inquiry

↓ Applies phoneme/grapheme correspondence rules to decoding morphemes?

↓ Manipulates morphemes in words (identify, segment, blend, etc.)

↓ Is aware of roots, prefixes and suffixes?

Remember the STUDENT who is struggling



Include yourself in general education

Promote integration of listening, speaking, reading and writing in instruction

Help families understand the importance of literacy experiences

Refuse to allow the system to give up on older students

Select scientifically based approaches

Promote shared responsibility for literacy achievement

Shared responsibility for literacy and academic success

Watch your pronouns!

Our We	My
	Yours
	Me
	You

Facilitate collaboration among professionals

What does collaboration mean in schools?

Collaboration is the process of shared creation: two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own. Collaboration creates a shared meaning about a process, a product, or event.

(Schrage, 1995)

Fostering Collaboration

- Create a culture of collaboration.
- Provide opportunities for getting together.
- Reward collaborative efforts.

Utilize speech-language pathologists to full advantage

The logo for the American Speech-Language-Hearing Association (ASHA), featuring the letters "ASHA" in a bold, black, sans-serif font with a slight shadow effect.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

ASHA Documents
www.asha.org

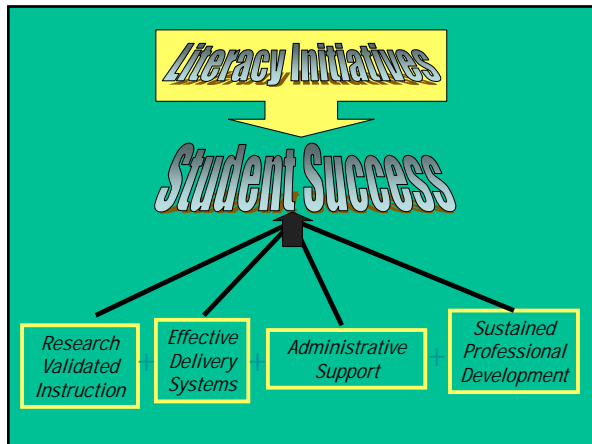
Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents (2001)

- Position Statement
- Technical Report
- Guidelines for Roles and Responsibilities
- Knowledge and Skills Required

ASHA Position Statement

It is the position of the American Speech-Language-Hearing Association that speech-language pathologists play a **critical and direct role** in the development of literacy for children and adolescents with communication disorders, including those with severe or multiple disabilities. SLPs also make a **contribution to the literacy efforts** of a school district or community on behalf of other children and adolescents. These roles are implemented in **collaboration with others** who have expertise in the development of written language and **vary** with settings and experience of those involved.

Implement the formula to facilitate student success

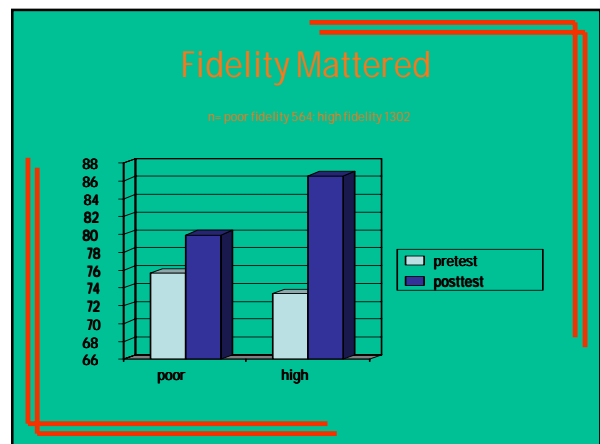


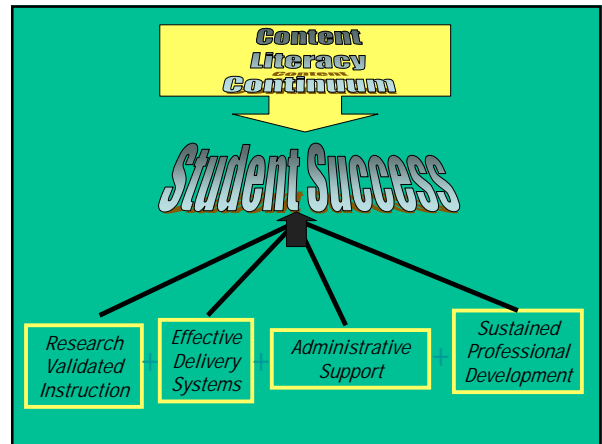
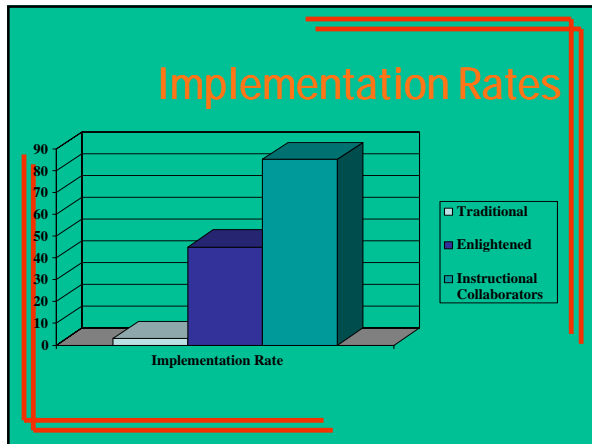
- ### Service Delivery Considerations
- Small groups
 - Responsive, systematic, intensive instruction
 - controlling task difficulty
 - timely, corrective feedback

- ### Professional Development Approaches
- Traditional
 - Inservice on inservice days
 - Enlightened
 - Interviews, partnership learning, participant choice, in-class modeling, ongoing
 - Instructional Coaches
 - Onsite coaching and collaboration for implementation

- ### Key Principles of Professional Development
- Professional Development Should be:
- Focused.
 - Sustained.
 - Data driven.
 - Personalized.
 - Designed to Create a Learning Community.
 - About Systems Change

- ### Professional Development Phases
- Learn It
 - Do It
 - Refine It
 - Use It





The Content Literacy Continuum

Leveraging Evidence-Based Programs to Develop a School-Wide Adolescent Literacy Program

The Content Literacy Continuum represents a structured, systematic effort to package validated practices.

Content Literacy

The listening, speaking, reading and writing skills and strategies necessary to learn in each of the academic disciplines.

Content Literacy Continuum	
Specific Levels	Cross Level Practices
<p>Level 1S Enhanced Content Instruction <i>Goal:</i> Mastery of critical content for all grade levels of literacy levels. <i>Primary tool:</i> Content Enhancement Routines.</p>	<p>Share Vision/Knowledge/Responsibility/ Collaboration SMARTER Planning Delivery Options A variety of models and schedules (e.g. during the school day; outside the school day)</p>
<p>Level 2S Embedded Strategy Instruction <i>Goal:</i> Use of strategies routinely across classes. <i>Primary tool:</i> Learning Strategies Curriculum taught explicitly but with adaptations to the 8-stage instructional sequence.</p>	<p>Share Tools (e.g., Content Enhancement devices) STRUCTURE Your Reading Self-Advocacy</p>
<p>Level 3S Intensive Strategy Instruction <i>Goal:</i> Mastery of specific learning strategies. <i>Primary tool:</i> Learning Strategies Curriculum taught explicitly and intensively with the 8-stage instructional sequence; Strategic Tutoring done individually.</p>	<p>Cooperative Thinking Possible Selves</p>
<p>Level 4S Basic Skill Instruction <i>Goal:</i> Entry level literacy skills at least at the 4th grade level. <i>Primary tool:</i> Research validated programs in decoding, fluency and comprehension skills.</p>	<p>Community Building Suicide Counseling Learning Experiences</p>
<p>Level 5S Therapeutic Intervention <i>Goal:</i> Mastery of the language underpinnings of curriculum content and learning strategies. <i>Primary tool:</i> Tools and procedures used at the other levels supplemented with Curriculum-Relevant Therapy to achieve curriculum outcomes.</p>	

Level 1

Enhanced Content Instruction

Goal: Mastery of critical content for all regardless of literacy levels.

Primary tools: Content Enhancement Routines.

Content Enhancement Teaching Routines

Planning and Leading Learning Course Organizer Unit Organizer Lesson Organizer	Teaching Concepts Concept Mastery Routine Concept Anchoring Routine Concept Comparison Routine
Explaining Text, Topics, and Details Framing Routine Survey Routine Clarifying Routine LINC'S Vocabulary Routine	Increasing Performance Quality Assignment Routine Question Exploration Routine Recall Enhancement Routine

Level 2

Embedded Strategy Instruction

Goal: Use of strategies routinely across classes.

Primary tools: Learning Strategies Curriculum taught explicitly but with adaptations to the 8-stage instructional sequence.

Learning Strategies Curriculum

<u>Acquisition</u> Word Identification Paraphrasing Self-Questioning Visual Imagery Interpreting Visuals Multipass	<u>Storage</u> First-Letter Mnemonic Paired Associates Listening/Notetaking LINC'S Vocabulary	<u>Expression of Competence</u> Sentence Writing Paragraph Writing Error Monitoring Theme Writing Assignment Completion Test-Taking
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Level 3

Intensive Strategy Instruction

Goal: Mastery of specific learning strategies.

Primary tools: Learning Strategies Curriculum taught explicitly and intensively with the 8-stage instructional sequence; Strategic Tutoring done individually.

Eight Stage Instructional Process

1. Pretest and Make Commitments
2. Describe
3. Model
4. Verbal Practice
5. Controlled Practice
6. Advanced Practice
7. Posttest and Make Commitments
8. Generalization

Daily instruction for 6 to 8 weeks in each strategy.

Level 4

Basic Skill Instruction for Those Below a 4th Grade Level

Goal: Fundamental literacy skills at least at the 4th grade level.

Primary tools: Research-validated programs in decoding, fluency and comprehension skills *and strategies*

Level 5

Therapeutic Intervention

Goal: Mastery of the language underpinnings of curriculum content and learning strategies.

Primary tools: Tools and procedures used at the other levels enriched with Curriculum-Relevant Therapy.

CLC Adoption: What is involved?

Exploring Stage

- Awareness level activities, Introduction to the CLC and Gauging Interest and Ability to Commit

Planning Stage

- Evaluation of Student Data, Staff Interviews, Creation of Professional Development Plans

Implementing Stage

- Ongoing PD & Support, Role-Specific Implementation, Site-Based PD Planning, Student Performance Evaluation

Sustaining Stage

- Refine & Enrich Accomplishments, Institutionalize, New Teacher Preparation

Post Organizer

- What are current challenges faced by special education administrators in the area of literacy?
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ADMINISTRATIVE SLAM DUNK