

A Framework for Meaningful Outcomes Using Literacy-Based Therapy in the Schools

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Disclosures

Financial

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5 Steps to Successful Literacy-Based Therapy

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Why Literacy?

Studies document improved outcomes compared to other approaches

- **Receptive Vocabulary:** Bellon et al., 2000; Hargrave & Sénéchal, 2000; Whitehurst et al., 1988
- **Expressive Vocabulary:** King et al., 2013; Soto & Dukhovny, 2008
- **Narratives:** Gillam, McFadden, & van Kleeck, 1995

Gillam, Gillam, and Reece (2012) provided small-group intervention three times a week over 6 weeks. The intent of the research study was to *evaluate narrative intervention* that is **contextualized (literacy based) versus decontextualized** commercially available games and drill cards designed to increase vocabulary, sentence complexity, and social language. The contextualized intervention used explicit and implicit questions, vocabulary, and syntax thematically tied to literature. The results indicated that **students' comprehension and story retelling/generation skills improved more with the contextualized intervention** as compared to decontextualized intervention.

Brandel, 2014

The Benefits

Naturally lends itself to implementing thematic units

- **Easier planning** for therapists
- **Predictability** for students
- **Meaningful context** for learning
 - Thematically (and semantically) linked words
 - Repeated opportunities
- Shape to **target larger goals**
 - Target past tense verbs, combining sentences, vocabulary → Final narrative
 - Target discrete skills, then **integrate**
 - Move towards independence

The Goal

To be therapeutic
in functional contexts

Our primary goal with literature-based language intervention is not to teach these students to read. Rather, our goal is to **improve the many aspects of language** (vocabulary knowledge, grammatical acceptability, grammatical complexity, pragmatic awareness, phonological awareness, conversation, and narration) that **influence the ability to participate in, and profit from, instruction in general education classrooms** in both oral and print modalities.

Gillam & Ukrainetz, 2006

How to Be Therapeutic

- RISE Elements
 - Repeated opportunities
 - Intensively delivered
 - Systematic support
 - Explicit skill targets
- +
- Student Factors
 - Student goal awareness
 - Student reflection on progress

- Ukrainetz, 2006

The Steps

- 1. Prestory Knowledge Activation
- 2. Shared Reading
- 3. Post-Story Comprehension
- 4. Focused Skill Activities
- 5. Create a Parallel Story (Integrate the skills introduced previously)

“**Storybooks**, language skill **targets**, and **focused activities vary** within this framework.”

“**Almost any language objective can be taught within literature-based language intervention.**”

- Gillam & Ukrainetz, 2006

But first...

- Pick a Book!
 - Read in 10 minutes or less
 - Multiple demonstrations of targets
 - Vocabulary
 - Syntax
 - Structure



Gillam & Ukrainetz, 2006

ARTICULATION				VOCABULARY				GRAMMAR				LANGUAGE			
When Spring Comes				When Spring Comes				When Spring Comes				When Spring Comes			
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Literacy-Based Unit

Gillam & Ukrainetz, 2006

1	Prestory Knowledge Activation	Graphic Organizer Prestory Discussion
2	Shared Reading	Read Aloud
3	Post-Story Comprehension Discussion	General Comprehension Story Grammar Questions
4	Focused Skill Activities	Semantic Syntax Narrative Pragmatics
5	Parallel Story	Review original graphic organizer, vocabulary, book → New story

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Step 1: Early Language



Step 1: Later Language



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Step 2: Early Language



Step 2: Later Language



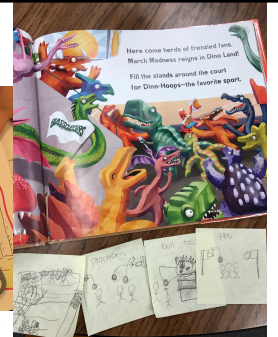
Literacy-Based Unit Gillam & Ukrainetz, 2006

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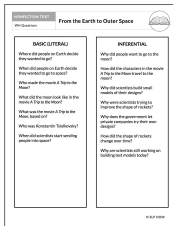
Step 3: Early Language



Step 3: Early Language



Step 3: Later Language



Literacy-Based Unit Gillam & Ukrainetz, 2006

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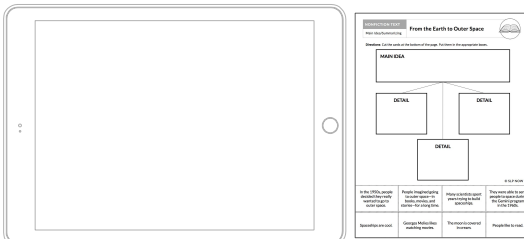
Step 4: Early Language



Step 4: Later Language



Step 4: Later Language



Step 4: Vocabulary Books (All Levels!)



Literacy-Based Unit Gillam & Ukrainetz, 2006

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Step 5: Early Language



Step 5: Later Language

- Time to get creative!
 - Create your own videos.
 - Mini Movie
 - Newscast
 - App Ideas
 - Notability
 - Toontastic

This is an great opportunity to combine all of the skills targeted previously.

Literacy-Based Unit Gillam & Ukrainetz, 2006

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Curriculum-Based Therapy *A Review of Practical Strategies*

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What happens in speech
DOES NOT stay in speech!

WHAT IS CBT?

- Providing educationally relevant services
- Supporting progress in the classroom
 - In class or in therapy
- Contextualized Intervention
 - “Provide explicit skill instruction in ways that are **meaningful** and **purposeful** to the student” (Ukrainetz, 2007)

“

Language is a pervasive part of each life, and **SLPs can serve as the glue that unites the child with his or her environment.**

- Judy Montgomery

”



“

Individualized programs always **relate to the school work**. Therefore, materials for treatment are taken from or are **directly related to content from classes**.

- ASHA Guidelines

”

The Benefits

THE BENEFITS OF CBT

- Free materials
- Less prep

**Focus on
generalization
(IMPACT!)**

- Increase our value/visibility
- Understand our role
- Collaboration

The Hurdles

The Hurdles

- ▷ 1. Communicating with Teachers
- ▷ 2. Knowing What to Target
- ▷ 3. Being Therapeutic
- ▷ 4. Difficulty Level
- ▷ 5. Taking Data
- ▷ 6. Mixed Groups
- ▷ 7. Student Engagement
- ▷ *Any others?*

1.

COMMUNICATING WITH TEACHERS

Communication

- Present at a staff meeting.
 - Time saver - Address everyone at once
 - *Stay tuned for a template.*
- Follow up!
 - Share goals
 - Ask for input
- Maintain logs!

2.

KNOWING WHAT TO TARGET

Knowing What to Target

- A thorough evaluation
 - Formal language testing
 - Curriculum-based assessments
 - Language samples
 - ♦ *Conversation, narration, exposition, persuasion*
 - Classroom observations
 - Parent/teacher input
 - Student goals
 - Past progress

Knowing What to Target

- Analyze data to select appropriate targets
- Strategically select targets
 - Quick remediation?
 - Significant impact?

3.

BEING THERAPEUTIC (NOT A TUTOR!)

“

I have been advocating that SLPs engage in “curriculum-relevant therapy”... that they use **curriculum as context for language therapy** but not try to teach curriculum per se. In this approach, an SLP would **focus on language processes, or “underpinnings.”**

- Ehren, 2009

”



Being Therapeutic

- ▶ The goal is to **teach the skill**.
 - ▶ NOT to complete the assignment

Being Therapeutic

- ▶ **RISE (Ukrainetz, 2007)**
 - ▶ Repeated opportunities
 - ▶ Intensive schedule
 - ▶ Systematic support/scaffolding
 - ▶ Explicit focus
- ▶ Target 1-2 components
- ▶ Allow students to internalize strategies and skills

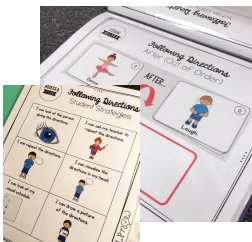
4.

THE CURRICULUM IS TOO HARD!

Scaffolding (Ukrainetz, 2007)

- ▶ Create **routines**.
- ▶ Carefully select **tools** (e.g., visuals, graphic organizers).
- ▶ Modify the **environment**.
- ▶ Modify the **assignment** (e.g., audio recordings, typing).
- ▶ Teach **compensatory strategies**.
- ▶ Provide adequate **assistance** to avoid frustration.
- ▶ Involve **peers**.

Remember the Visuals!

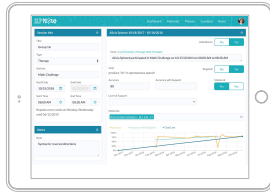


5.

TAKING DATA

Taking Data

- ▶ Scaffolding is key!
 - ▶ **Option A:** Probe skills at the beginning of the session.
 - ▶ **Option B:** Take data based on the level of support.



6.

STUDENT ENGAGEMENT

Discussing the Why

- ▶ Involve them in the process.
 - ▶ What are *their* goals?
 - ▶ Why?
- ▶ Increase goal awareness.



Engagement Tools

- ▶ Notability + Stylus
- ▶ Erasable Highlighters
- ▶ Sheet Protectors
- ▶ Dice



Quick Tools



7.

MIXED GROUPS

Mixed Groups

- ▶ **Schedule** students by grade/class.
- ▶ Use **goal cards** to quickly review goals (and serve as a visual reminder).
- ▶ Students can **support** each other!



An Example

- ▶ **How could you use this to target...**
 - ▶ Context clues
 - ▶ Fact vs. opinion
 - ▶ Past tense verbs
 - ▶ Articulation



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