

## ESSA Language Therapy Strategies

In December 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA) into law. This new major federal K–12 law replaces the No Child Left Behind Act (NCLB). Speech-language pathologists are called upon to assist students in literacy including dyslexia as well as and early intervening services. This presentation will provide evidence based strategies to address the language and executive function areas that impact literacy that can be utilized for early intervening services as well as direct therapy.

### Resources:

- ESSA Plan with Revisions for Indiana  
Source: <https://www.doe.in.gov/sites/default/files/essa/essa-plan-revisions.pdf>  
(Jan. 8, 2018)
- ESSA and Key Issues for ASHA Members  
<https://www.asha.org/uploadedfiles/Every-Student-Succeeds-Act-Key-Issues.pdf>

### Key Issues for SLPs:

1. Literacy Education for All
  - (a) High-quality early literacy initiatives for children from birth through kindergarten
  - (b) Literacy initiatives for children in kindergarten through grade 5 as well as for children in grades 6 through 12.
  - (c) Programs to support school libraries, early literacy services (including pediatric literacy programs), and programs that regularly provide high-quality books to children.

### Early Intervening Services

- (a) ESSA permits states and LEAs the flexibility to use both Title I and IDEA funding streams to develop innovative, evidence-based approaches to assist struggling learners in general education with the use of SISPs. (Specialized Instruction Support Personnel) (the category of school based professionals that includes both audiologists and SLPs).

2. Dyslexia (specific learning disability in reading. Students with dyslexia have trouble with letter –sound recognition, blending, segmenting, and manipulating sounds, reading accurately and fluently. They may also have trouble with reading comprehension, spelling and writing.)
  - Identify or develop evidence-based assessment tools for identifying students who are at risk of not attaining full literacy skills due to a disability, including:
    - (a) dyslexia impacting reading or writing, or
    - (b) developmental delay impacting reading, writing, language processing, comprehension, or executive functioning.
  - Identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students.
    - (a) implement evidence-based instruction designed to meet the specific needs of such students.

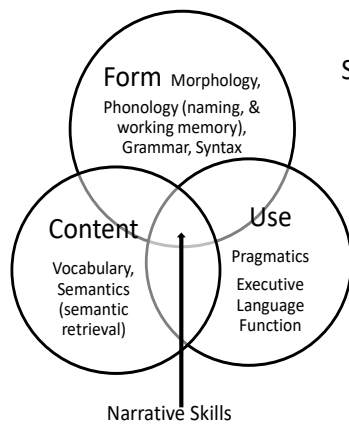
### Our Role as Speech-Language Pathologists

(ASHA 2010: Roles and Responsibilities of SLPs in the Schools)

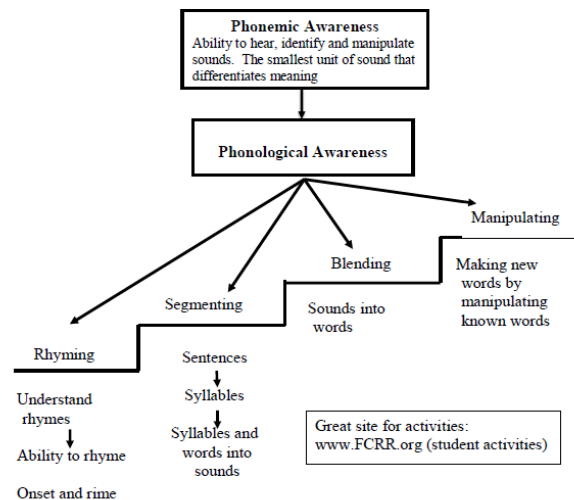
- “Ensure Education Relevance”
- “SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals”
- "Provide Unique Contribution to the Curriculum"
- Offer assistance in addressing the linguistic and metalinguistic foundations of the curriculum learning for students with disabilities, those at risk, or struggling
- The skills of speaking and listening are the same skills for reading and writing.
- Highlighting Language and Literacy
- Current research supports the interrelationships across the language processes of listening, speaking, reading, and writing.
- SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.
- Collaboration with other professionals
  - Provide service to support the instructional program
  - Provide our expertise in the areas of language that will impact speaking, listening, reading and writing

## Range of Responsibilities

- Prevention
- Assessment
- Intervention
- Program Design — It is essential that SLPs configure school wide programs that employ a continuum of service delivery models in the least restrictive environment for students with disabilities, and that they provide services to other students as appropriate.



- Supralinguistic Skills
- Comprehension
    - Auditory
    - Reading
  - Critical Thinking/ Problem Solving
    - Inferences
    - Predictions
    - Figurative language



## Scenario 1:

Kindergarten Student (Middle of the year)

Difficulty with:

- Identify and produce rhyming words
- Orally pronounce, blend, and segment words into syllables
- Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words
- Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds
- Add, delete, or substitute sounds to change words
- Blend consonant-vowel-consonant (CVC) sounds to make words
- Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written
- Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats)

Your Thoughts:

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## Scenario 2:

1<sup>st</sup> Grade

Difficulty with:

- Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context
- Read words in common word families (e.g., -at, -ate)
- Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't)

Your Thoughts:

## Scenario 3:

2<sup>nd</sup> Grade:

Difficulty with:

- Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words
- Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock)
- Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

Your Thoughts:

## Scenario 4:

Third Grader

Difficulty with:

- Read multi-syllabic words composed of roots and related prefixes and suffixes
- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word
- Distinguish personal point of view from that of the narrator or those of the characters
- Apply context clues to determine the meanings of unknown words.

Your Thoughts:

## Scenario 5:

### 6<sup>th</sup> grade

- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- Use context to determine or clarify the meaning of words and phrases.

Your Thoughts:

## Scenario 6

### 9<sup>th</sup>-10<sup>th</sup> Grades:

- Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- Analyze nuances in the meaning of words with similar denotations
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Your Thoughts?

As with receptive and expressive language development, the same components of language - phonology, morphology, syntax, semantics, and pragmatics - play a vital role in reading and writing (Wolf Nelson, Catts, Ehren, Roth, Scott, and Staskowski, 2009)

Spoken Language			Written Language	
5 Language Domains	Listening	Speaking	Reading	Writing
<b>Phonology (rhyming, blending, segmenting, manipulating sounds)</b>	ability to identify and distinguish phonemes while listening (i.e., phonological awareness)	appropriate use of phonological patterns while speaking	understanding of letter-sound associations while reading (i.e., phonics)	accurate spelling of words while writing
<b>Morphology (smallest unit of meaning)</b>	understanding morphemes when listening	using morphemes correctly when speaking	understanding grammar while reading	appropriate use of grammar when writing
<b>Syntax</b>	understanding sentence structure elements when listening	using correct sentence structure elements when speaking	understanding sentence structure while reading	using correct sentence structure when writing
<b>Semantics</b>	listening vocabulary	speaking vocabulary	reading vocabulary	writing vocabulary
<b>Pragmatics</b>	understanding of the social aspects of spoken language	social use of spoken language	understanding point-of-view, needs of the audience, etc.	conveying point-of-view, needs of the audience, etc.

Language in Brief: American Speech, Language, and Hearing Association

## The Evidence

### Language Impairments

- “80% of students identified as having a learning disability have a language disorder” (Reed, 2005).
- Children that are late talkers are at greater risk for academic difficulties especially in literacy and reading skills (Lewis 2007).
- In a study of 8 year old children with poor reading comprehension, Nation et al (2004) found that when compared to children in the control group, those with poor reading comprehension demonstrated deficits in the language areas of semantics and morphosyntax.

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## Morphology

- Morphological awareness has a significant impact on reading in the early years (Nunes, Bryant, and Bindman, 2006)
- First-grade morphological awareness made a significant contribution to later reading achievement (Carlisle, 1995)
- With regard to spelling in the early elementary years, Nunes, Bryant, and Bindman (2006) found that six-year old children's inflectional spellings predicted their morphological awareness performance at the ages of seven and eight.
- Morphological awareness instruction has been found to significantly improve language and literacy outcomes and to be a valuable instructional tool for elementary children with language and literacy deficits (Bowers, Kirby, & Deacon, 2010; Carlisle, 2010; Goodwin, Lipsky, & Ahn, 2012; Reed, 2008)

## Phonology

- The frequency and characteristics of early vocalizations can be affected by perceptual factors impacted by chronic otitis media (Petinou, et al 1999. Rvachew, et al 1999)
- Children's phonological awareness ability at preschool is a powerful predictor of later reading and writing success (Bradley and Bryant, 1980; Lundberg, Olofsson, and Wall, 1983; Torgesen, Wagner, & Rashotte, 1994).
- Phonological awareness in kindergarten is a strong predictor of later reading success (Ehri & Wilce, 1980, 1985; Liberman et al., 1974; Perfetti, Beck, Bell, & Hughes, 1987).
- Researchers have shown that this strong relationship between phonological awareness and reading success persists throughout school (Calfee, Lindamood, & Lindamood, 1973; Shankweiler et al., 1995).
- Critical levels of phonological awareness can be developed through carefully planned instruction, and this development has a significant influence on children's reading and spelling achievement (Ball & Blachman, 1991; Bradley & Bryant, 1985; Byrne & Fielding-Barnsley, 1989, 1991; O'Connor, Jenkins, Leicester, & Slocum, 1993)

## Syntax

- Many studies acknowledge the positive influence of readers' pre-existing knowledge or topic familiarity on text comprehension (Meyer 1984; Kintsch and van Dijk 1978; Gernsbacher, Hargraves, and Beeman 1989; Kintsch, Welsch, Schmalhofer, and Zimny 1990).



- Research also shows that readers' interest in text affects their performance: readers comprehend better and retain more information when they are interested in the topic of the passage (Baldwin, Peleg-Bruckner, and McClintock 1985; Asher 1980; Stevens 1980).
- In addition to verb voice, clause structures—structures that contain a subject and a verb—affect comprehension and recall. Readers recall independent clauses (“He used the help system”) faster than dependent clauses—clauses containing a subordinating conjunction (“Before he used the system . . .”) (Townsend, Ottaviano, and Bever 1979, Creaghead and Donnelly 1982).
- Readers also make more comprehension errors with relative clauses—clauses that contain a relative pronoun such as who, that, or which—that are embedded in the middle of a sentence (“The report that John wrote won an award”) than with relative clauses that are at the end of a sentence (“The society gave an award to the report that John wrote”) (Creaghead and Donnelly 1982).
- Readers show poorer comprehension of important information in dependent clauses than of important information in independent clauses (Creaghead and Donnelly, 1982)
- In 2004-2005, only 51% of students taking the ACT scored at the benchmark (C equivalency) for understanding complex text needed for college readiness. 2011 and 2012, SAT showed 43% reached a proficiency level for reading comprehension.  
The clearest differentiator was students' ability to answer questions associated with complex texts (complex syntactical structure) NOT critical thinking skills.

## Semantics

- Struggling readers experience a significant “vocabulary gap” that widens over time (Stanovich, 1986).
- Most children begin first grade with about 6,000 words of spoken vocabulary. They will learn 3,000 more words per year through third grade with only about 400 of those words directly taught. They gain approximately 36,000 more by 12th grade. (Chall, 1987, Gunning, 2004; Stahl & Stahl, 1999)
- Because children with weaker vocabularies are less likely to learn new words from incidental exposure than children with larger vocabularies, "teachers" need to provide more explicit vocabulary instruction for children with smaller vocabularies (Nicholson and White, 1992; Robbins and Ehrin, 1994; Senechal,
- By 4th grade, the struggling reader is faced with increasing reading comprehension demands that includes exposure to thousands of unfamiliar words (Nagy & Anderson, 1984).



Other semantic problems include

- Difficulties understanding complex oral directions (Murray, Feinstein, & Blouin, 1985)
- Difficulties producing and understanding figurative language such as metaphors, similes, and slang (Nippold, 1998, Roth and Speckman, 1989)
- Difficulty producing narratives (Catts, et al 1999).

Speech Delays

- Children with speech delay often also have language delays, especially in expressive morphology. Their morphological errors cannot be attributed to speech difficulty (Paul & Shriberg, 1982; Rvachew, Gaines, Cloutier, & Blanchet, 2005)
- Studies indicate that at age 4, children with speech delay are at higher risk for impaired phonological awareness skills (e.g., rhyme matching, onset segmentation, onset matching) compared to children who are typically developing, although in one such study significant differences between. (Rvachew, Ohberg, Grawburg, 2003)
- If a speech difficulty is severe and persists into the school years, then poor reading is a likely concomitant, regardless of whether wider language skills are also impaired (Carroll & Snowling, 2004; Nathan et al., in press).

Benchmark Assessments (NWEA, AIMSweb, DIBELS, STAR)

- Gain access to the Instructional Report
  - This report will provide you with the areas of language impacting literacy – morphology, phonology, syntax, semantics, pragmatics

Steps in Morphology Intervention:

Introduce the concept of morphology and provide many relevant examples.

- a. Discuss importance of morphology (understanding the smallest unit of meaning)
- b. Explain of target patterns and examples
  - Inflectional - number, tense, person, case, gender, and others, all of which usually produce different forms of the same word rather than different words (leaf/leaves, write/writes).

- Plural, possessive, third-person singular, present tense, past tense, present participle, comparative degree, and superlative degree
- Rule of thumb: Not given their own words in the dictionary and doesn't change the basic meaning of the word
- Derivational- base (root) words to which affixes or word beginnings or endings, can be added to change meaning (leaflet, writer, rerun) and
  - There are base words to which affixes can be added to which change the meaning
  - Have separate dictionary headings
- c. Intervention then focuses on identifying the regularities or patterns of morphology in language. /
  - Word sort and pattern identification activities are excellent avenues for discovering and applying rules such as these. (Wolter and Green, 2012).

## FEATURED STRATEGIES

Inflectional Endings (-ing, plural –s and -es, possessive –s, 3<sup>rd</sup> person singular –s, past tense –ed, -er, -est)

Use scenes from a book in the classroom or make cards to demonstrate subject, verb, and direct object or prepositional phrase to elicit early developing morphology



(Season pictures are available on TeachersPayTeachers as a free download from Courter Communications)

Today:

Yesterday:

Tomorrow:

Plural nouns:

3<sup>rd</sup> person singular:

Possessive: It is the girl's umbrella.

-er and -est:



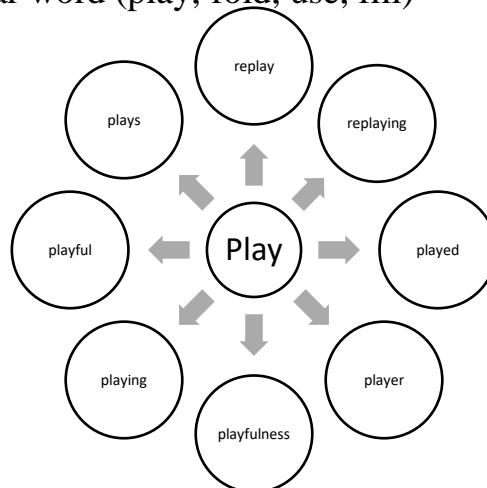
Morphemic Analysis: Roots and Affixes

- Teach prefixes, suffixes, and base/root words
- Teach the most common first
- Use materials/lessons from the teacher. This could serve as a preteaching activity for later classroom learning.

Most Common Prefixes	Definition
re	again
un	not
dis	not, opposite of
in, im, il, ir	not
More for activity that we will do	
de	down, away
ante	before
anti	against
co	with

Most Common Suffixes	Definition
-er	one who does
-ful	full of
-ly	characteristic of
-y	characterized by
-less	without
-ish	having the quality of
-ment	condition of
-ness	state of being

Apply the affixes to a familiar word (play, fold, use, fill)



## Greek and Latin Roots

Create flashcards with the root on the front and a sentence using a word with the root. On the back, have the student find a picture or draw a picture to assist with understanding and retrieval of the meaning of the root.

Front:

auto

She wrote her autobiography.  
She wrote an autobiography about herself

Back:  
Self



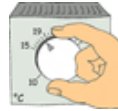
Front:

therm

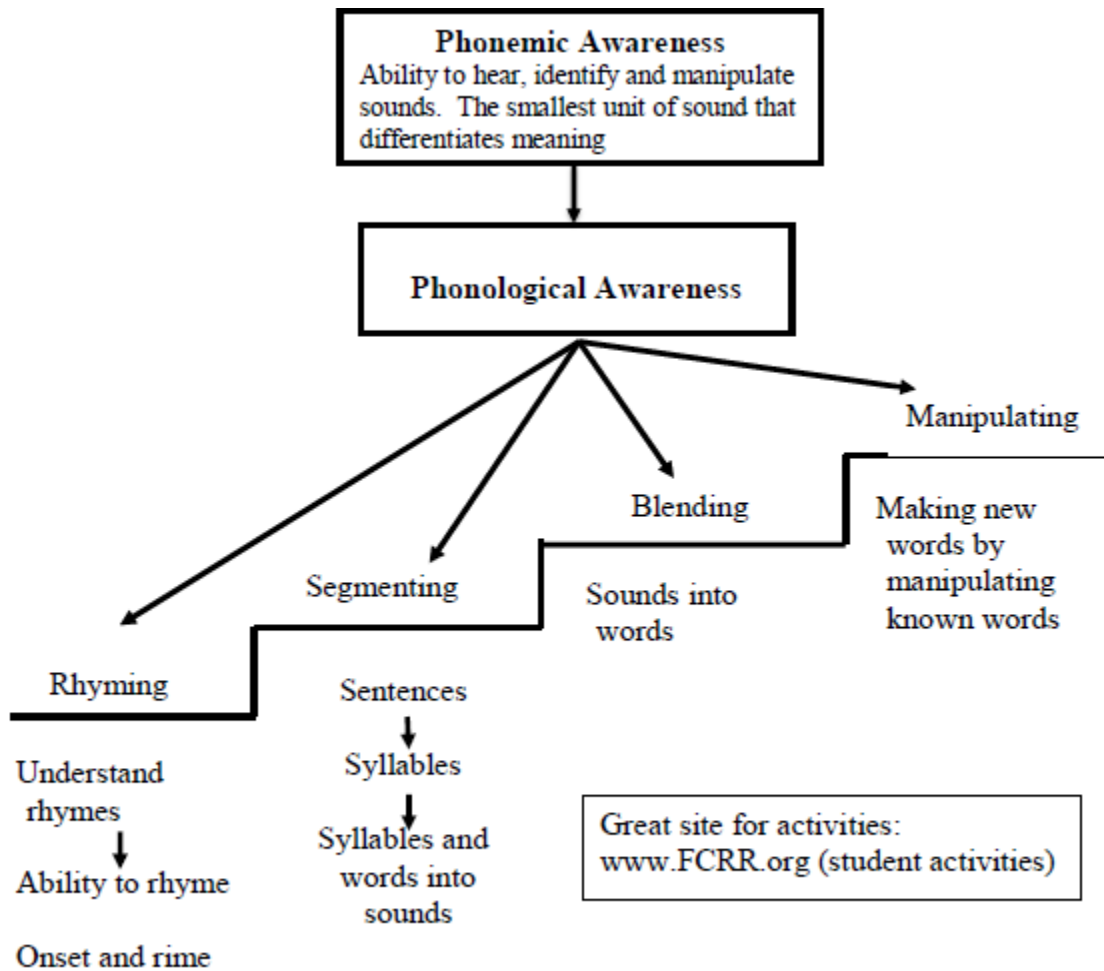
He turned up the thermostat make it warmer.  
The thermostat was turned up to heat up the room

Back:

Heat



# PHONEMIC AND PHONOLOGICAL AWARENESS

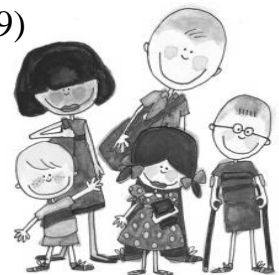


## Assessments

Profile for Phonological Assessment (ProPA) –app (SmartyEars \$19.99)

Phonological Awareness Test (Linguisticsystems: ages 5-9 cost: \$179)

Phonological Awareness Skills Test (free online)





## Phonemic Awareness/Segmenting/Blending



Have the students place all beads to the right. Provide a word. As they segment each sound, have them move a bead to the left to represent the sound.

## Onset and Rhyme

___ at	___ at	___ at
___ at	___ at	___ at
___ at	___ at	___ at
___ at	___ at	___ at
___ at	___ at	___ at
___ at	___ at	___ at
___ at	___ at	___ at

## Mystery Objects #1

Place several small objects in a covered basket. The teacher or the student reaches into the basket and says, “It starts with /f/ and rhymes with ‘dish.’ The children raise their hands when they know what the mystery object is. The teacher continues to pull mystery objects out and give rhyming clues. As the children become more experienced, they may be able to give the clues to their peers.

- hat (cat) - bear (hair)
- mug (rug) - soap (rope)

## Mystery Card/Object #2

Place a set of picture cards or small objects in a bag. Have the children take turns drawing an item from the bag; you may choose to have them keep the card or object hidden from the others. Have the child say the word in its syllables while the others guess what the word is. When the word is guessed correctly, the item is shown.

## Silly Words

Provide each child with four connector pieces of a toy or game (e.g., Legos, pop-beads, trains). These connected pieces will represent each syllable in a four syllable word. Take off the first or last connector piece while also removing the first or last syllable of the word (e.g., kindergarten (4 syllables) becomes kindergarten (3 syllables) when you take off the last connector piece). Other words to use are provided here.



**NOTE:** If you have a late elementary, middle, or high school students that still have difficulty with spelling, assess blending, segmenting, and manipulating sounds.

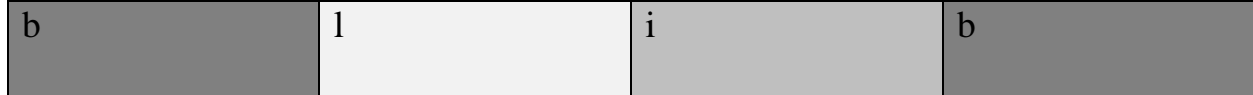
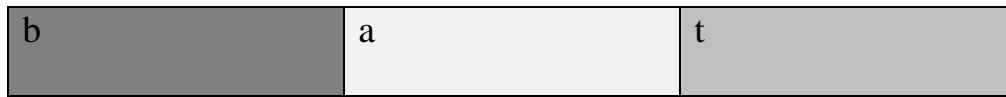
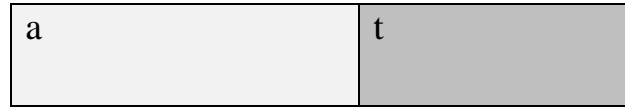
## Strategies:

### Target:

- Affixes
- Greek and Latin Roots
- Target phonics rules (i.e.: change ‘y’ to ‘i’ and add ‘es’)
- Segmenting/chunking multisyllable words in written words
  - Identify prefixes and suffixes
  - Identify roots
  - Identify spelling patterns




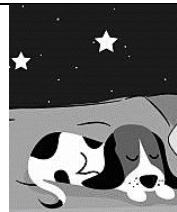
## Tiles

Using letter tiles, have the student spell a word then have them change a sound in the word to a new sound.



## Syntax:

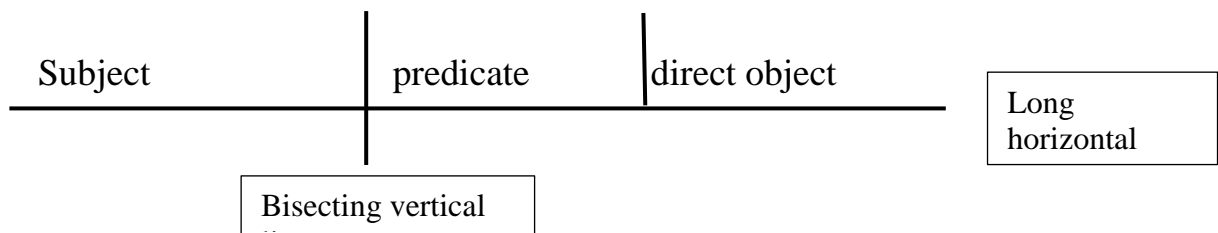
### Expanding a Sentence through Questioning

Who	The cute puppy	
What	The cute puppy sleeps.	
Where	The cute puppy sleeps on her new bed.	
When	At night, the cute puppy sleeps on her bed.	
Why	At night, the cute puppy sleeps on her bed because she is tired.	

## Sentence Building

### Diagramming Sentences (Kellog and Reed system)

- Two main lines
  - Long horizontal line holds the subject, verb, certain objects and complements (part of the predicate of a sentence and describes either the subject of the sentence or the direct object.)



Example of format for simple subject and predicate

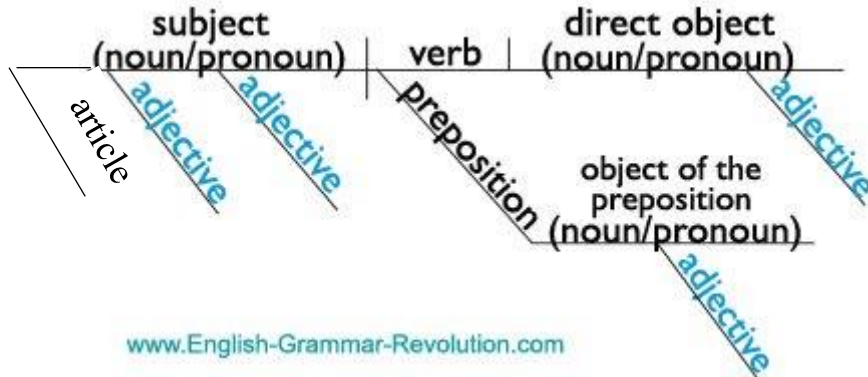
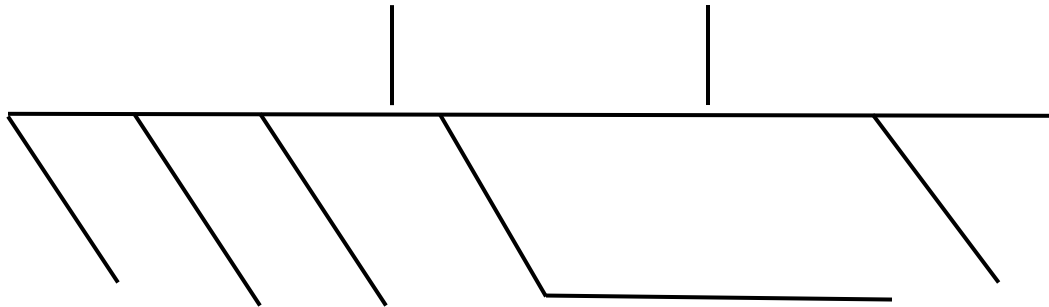


Diagram the following sentence:

The cute brown puppy saw the ball next to the soft bed.



Breaking down Syntax

Highlighting Strategy for Skimming and Scanning

Following Written Directions, Math Story Problems, Rubrics, or Reading

Paragraphs:

Step 1: Read the direction

Read each sentence below.

Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

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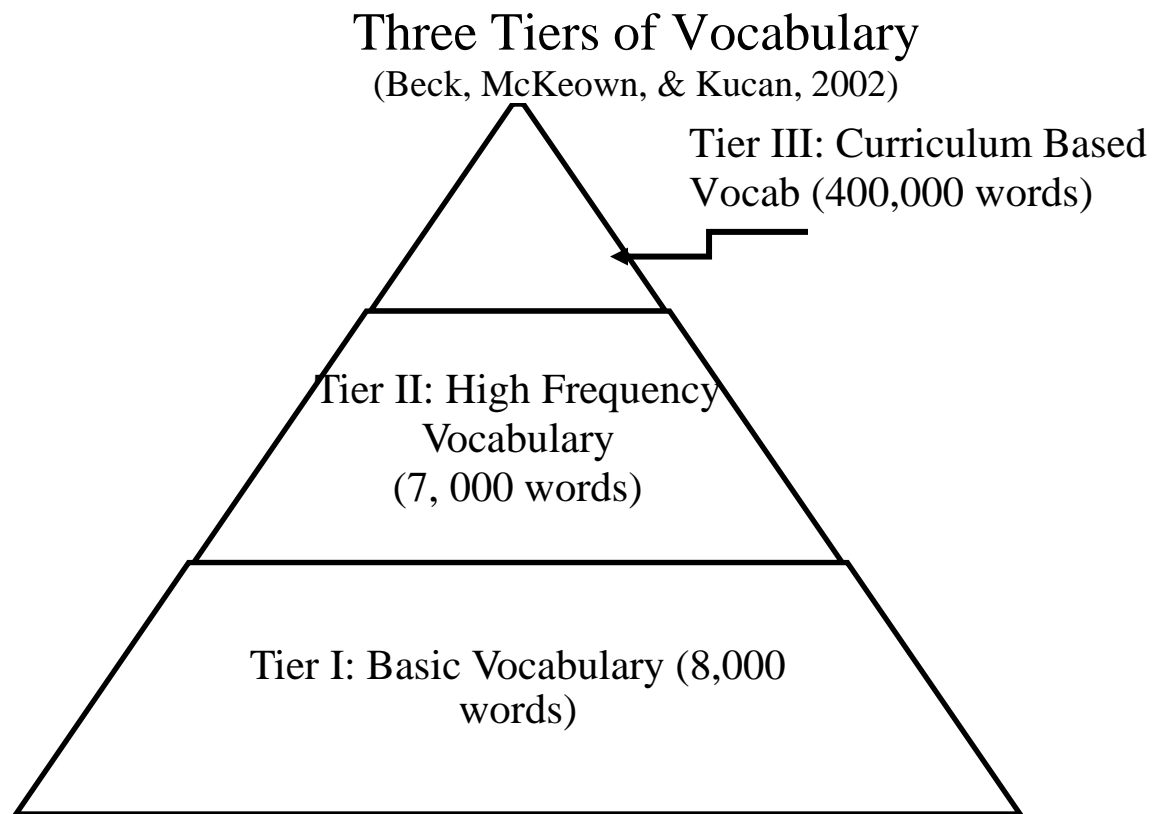
Step 2: Reread and underline or highlight key words

Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

or

Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

The students often quickly get to where they can skim and scan as they go catching the key words.



GREAT RESOURCE: [www.marzanoresearch.com](http://www.marzanoresearch.com)

## Number of Exposures Needed to Learn a New Word

### Level of Intelligence IQ Required Exposures

Significantly Above average 120-129	20
Above average 110-119	30
Average 90-109	35
Slow learner 80-89	40
Mild cognitive impairment 70-79	45
Moderate cog impairment 60-69	55

(Gates, 1931; McCormick, 1999)

### Tier I

Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books aloud two or more times, and explaining some word meanings on each reading. Children can acquire 8-12 word meanings per week at school-enough to maintain average vocabulary gains during the primary years. No other methods of building vocabulary in the primary years have been empirically demonstrated/evaluated (Biemiller & Boote, 2006).

### STRATEGY

- Frequent reading of books in class & home
- Books in the primary language
- When reading a book to a student for the first time, read the story from the beginning to the end without stopping. This provides the student the opportunity to hear the characters from the beginning to the end, plot, setting, conflict, conflict resolution and conclusion of the story which are needed for narrative development.



- Rereading of books appropriate to the developmental level of the child at home and school
- Ask clarifying questions: "Why was Sally looking for Spot?" to assess acquisition of vocabulary
- Books coordinated with ongoing classroom activities (to include specific vocabulary) (Coyne, MD, 2004)

### Narrative Development

- Heaps: Unrelated story elements with no seeming organization (2 years)
- Sequences: Story elements are topically related, but not causally linked (2-3 years)
- Primitive Narratives: Concrete theme but little interrelation between story component (3-4 years)
- Unfocused Chain: Related from one part to the next; not from beginning to end (4-4 ½ years)
- Focused Chain: Good connections between story parts, all related to a central theme (5 years)
- True Narrative: Well developed story with internal plans, morals, and forward motion to all elements (6 years)
- Narrative Summaries: Brief generality that provides a broad overview. Telling the story in whatever way makes sense. (7-11 years)
- Complex Narratives: Includes use of flashbacks, fantasy, stories within stories, divergence from central plot (11-12 years)
- Analysis: Breaking down the plot, characters, conflict, conflict resolution, etc. (13-15 years)
- Generalization: Generalize to other narratives or situations (16 years to adulthood)

## Tier II and Tier III

Tier II High Frequency Words	Tier III Low Frequency Content Specific
<ul style="list-style-type: none"> <li>• Approximately 7,000 words that occur in mature language situations and literature</li> <li>• Important for reading comprehension</li> <li>• Contains multiple meaning words</li> <li>• Used across a variety of environments</li> <li>• Characteristics of mature language users</li> <li>• Descriptive words</li> <li>• Our speaking and reading vocabulary</li> <li>• Most important to teach because they are assumed that the students know them</li> <li>• Affixes and root words should be taught for Tier II as well</li> </ul> <p>Examples: describe, explain, analyze, compare, contrast, review, comment, summarize</p>	<ul style="list-style-type: none"> <li>• Approximately 400,000 words</li> <li>• Academic subjects</li> <li>• Hobbies</li> <li>• Occupations</li> <li>• Geographic regions</li> <li>• Technology</li> <li>• Weather</li> </ul>

### STRATEGY 80: Marzano's six-step approach to teaching new vocabulary

(The first three steps introduce and develop initial understanding, while the last three steps shape and sharpen understanding.)

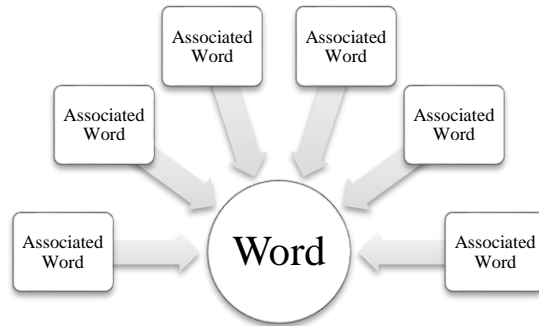
\*\*\*\*\*Students keep a vocabulary notebook

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words (linguistic).
3. Ask students to construct a picture, symbol, or graphic representing the term (nonlinguistic).
4. Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms. (Marzano & Pickering 2005, pp. 14-15)

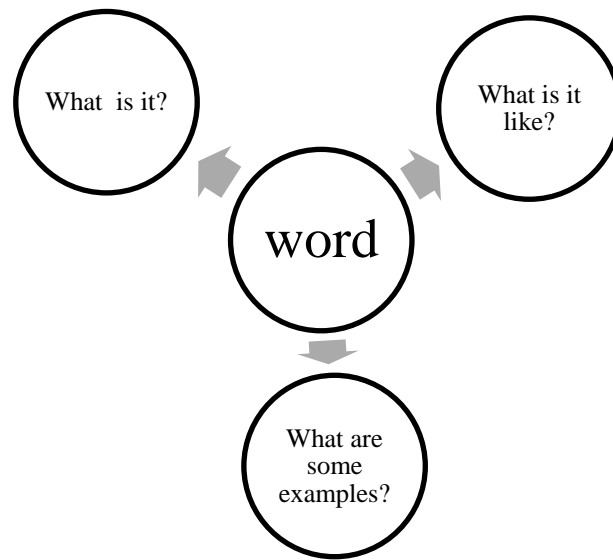
## Building Vocabulary Connections

### Related Words - Making Connections within the Content

Ask student to write down all of the other terms or words they know that can be associated with a particular term/word/phrase.



### Discovering Attributes of a Word



## Knowledge Rating Scale

Word	Know It Well	Have Seen or Heard It	Have No Clue	Recognize it in context as having something to do with ...	What It Means

Blachowicz & Fisher, 2004


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Connection: Curriculum Based Meaning - Common Language Usage

Term/Phrase/Word	
Common Use of the Word	Curriculum Based Usage
Sentence Using Terms	
General Use:	Curriculum Use:
Meaning <input type="checkbox"/> Same <input type="checkbox"/> Different	
Picture	Picture

Vocabulary Analysis Using the Frayer Model

<b>Vocabulary Worksheet</b>		Frayer Model
Name: _____		Class: _____
		Score: ___/
<b>Definition</b> <b>Facts/Characteristics</b>	<b>Picture</b>	
		
<b>Synonym</b>	<b>Antonym</b>	

## What are Executive Functions?

### Executive Skills to Guide Behavior

- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Flexibility
- Goal Directed Persistence

### Thinking Skills to Plan and Achieve Goals

- Planning
- Organization
- Time Management
- Working Memory
- Metacognition (hold information in mind while performing complex tasks. Ability to draw on past experiences to apply to situation at hand or project into the future). The ability to take a look at oneself in a situation, observe how you problem solve, self-monitoring and self-evaluation. (Dawson and Guare, 2010)

## Ways to Assist with Increasing Executive Function

### Pre-K

1. Changes to the Physical Environment for Whole Classroom:
2. Reduce wide open spaces (to reduce impulsivity)
3. Classroom design for unobstructed view of all students
4. Monitor for boredom or disinterest in a center in order to move student before problems arise
5. Group students to promote attention to task and reduce conflict due to impulse or emotional control
6. Make activities shorter or less time at specific centers

### Changes to Physical Environment for Individual Students

1. Classroom seating (away from distractions)
2. Highly structured teacher
3. Increased adult supervision for inhibiting responses
4. Offer choices

Other:

1. Set up of centers in the classroom to provide choices
2. Use picture system for transitions between activities and rooms in the building or schedule changes
3. Increase level of supervision or support
4. Praise desired behavior
5. Anticipate problem behaviors to intercede before it occurs.
6. Natural consequences

K-2

Same physical environment changes as Preschool

Other Strategies

1. Structured teacher
2. Schedule on the board and maintain that schedule
3. Change the schedule and alert students the day before any schedule changes
4. Alert parents of the schedule changes, so they can prepare their student at least the day before
5. Do not change directions on worksheets verbally. Change the directions on the worksheet before giving it to the students
6. Make assignments shorter
7. Make steps for assignments more explicit and in writing (add pictures if needed)
8. Offer options (i.e.: tic tac toe activities to complete spelling packet)
9. Backpack checks
10. Timer at school for start and completion time for assignments/activities
11. Picture of holding up hand to reduce response inhibition
12. Increase level of supervision or support
13. Praise desired behavior
14. Natural consequence for actions

Grades 3-5

1. Daily schedule the student can check off and stay true to the schedule
2. Prepare students as soon as you know if the schedule is going to change (i.e.: speaker, assembly, fire drills, party, etc.)
3. Make tasks closed ended (i.e.: choose between 2 projects, multiple choice)

Introduce visual graphic strategies

1. Web or EET for organizing writing or thoughts
2. Checklists

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Grades 6-8

For group work:

1. Take into account strengths and weakness of students' executive skills when forming groups
2. Copy of teacher's notes/visual presentations (organization for studying)
3. Break down long term assignments (planning skills)
  - a. Provide a calendar for when each part of the project is due
  - b. Provide when the student needs to start each part of the assignment
  - c. Add dates for check in points to make sure they have started the section of the project and are on target for completion

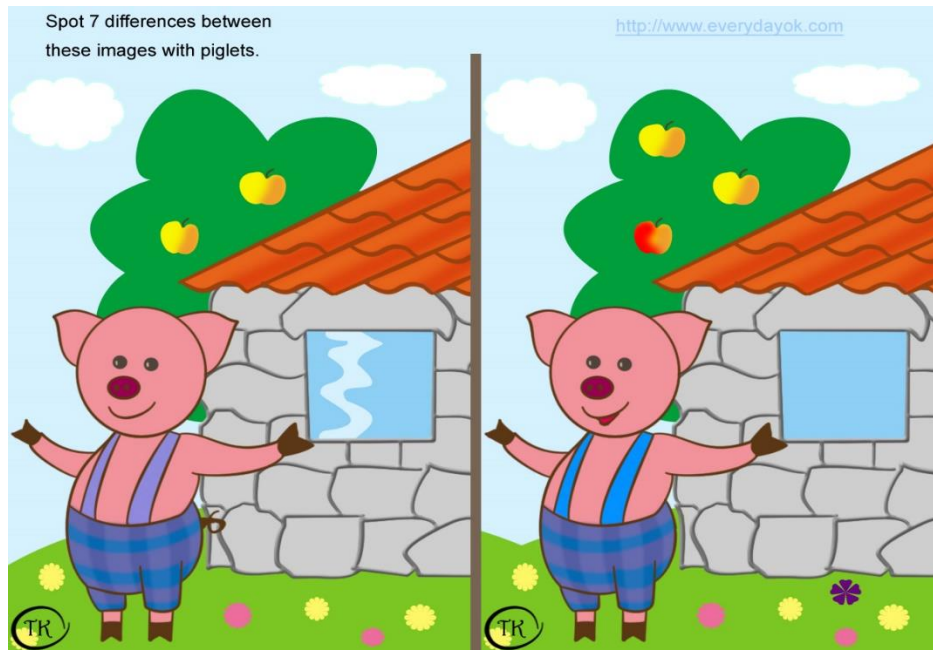
For Metacognition:

1. Reteaching
2. Extended Teaching
3. Modeling
4. Multimodality teaching
5. Peer tutoring
6. Use of manipulatives
7. Use of organizers
8. Use of study guides

Fun Activity:

What executive functions are needed to spot differences in pictures?

How would you help your students with these for this task?



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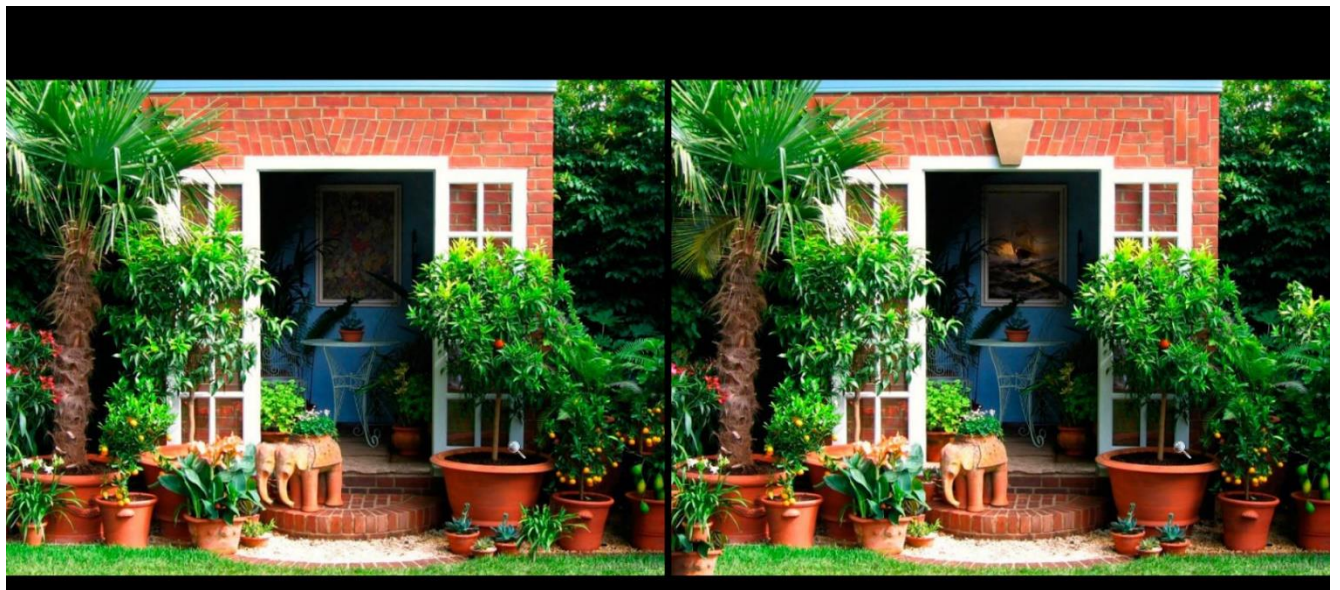
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15 differences



10 differences



## Problems and Executive Functions that May be Responsible

PROBLEM	Executive Functions
Low percent of homework turned in on time	<ul style="list-style-type: none"><li>• Task initiation</li><li>• Working memory</li><li>• Sustained attention</li><li>• Time management</li><li>• Goal directed persistence</li></ul>
Homework accuracy	<ul style="list-style-type: none"><li>• Working memory</li><li>• Metacognition</li><li>• Flexibility</li></ul>
Discipline referrals	<ul style="list-style-type: none"><li>• Response inhibition</li><li>• Emotional control</li><li>• Flexibility</li></ul>
Tardiness	<ul style="list-style-type: none"><li>• Time management</li></ul>

### Conclusion

ESSA and ASHA call for us to be involved in literacy and dyslexia as an impairment in any of our domains of language (morphology, phonology, syntax, semantics, and pragmatics) will impact literacy development and may lead to a diagnosis of dyslexia under a specific learning impairment.