Supporting Vocabulary and Language Development Through Collaboration with Classroom Teachers

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S. Mosburg-Michael ASHA Conference 2011
Objectives

- Have knowledge of the impact of vocabulary and language expression on reading comprehension

- Identify strategies for improving vocabulary and language expression using grade level curriculum

- Discuss strategies for working collaboratively with general and special education teachers

- Have knowledge of 3 models for providing language intervention in collaboration with classroom teachers
Language and Literacy

- Language development is critical to literacy development
- Children with oral language deficits frequently have reading comprehension problems
- Poor comprehension is associated with difficulties with vocabulary, grammar and text level processing abilities
- Decoding is necessary but is not sufficient for literal comprehension
- Language intervention in vocabulary and narration improves comprehension

(Catts 2009; Wise, Sevcik, Morris, Lovett, Wolf 2007; Van Kleek, 2007)
ASHA Roles and Responsibilities

- Rationale for SLP Participation in Literacy Development
  - Spoken language is the foundation for reading and writing
  - Reciprocal relationship between spoken and written language
  - Children with language delays frequently have reading/writing problems and vice versa
  - Spoken language instruction can facilitate growth in writing and vice versa

(ASHA 2001)
ASHA Roles and Responsibilities

- ASHA advocates collaboration between SLPs and teachers
- IDEA requires that intervention be relevant to general education curriculum
- ASHA identified SLP roles in intervention
  - Utilize curricular content and natural contexts
  - Teach classroom-based programs
  - Support students in acquiring skills/strategies for comprehending language
  - Collaborate with teachers to develop balanced literacy program
  - Support teachers with modifications to gen ed curriculum

(ASHA 2001)
Academic Language

- Direct relationship between quantity/quality of talk and academic achievement
- Classrooms with highest quality of talk had highest level of achievement
- High performing students use meta-cognitive tools
- Engage students in academic conversations around text
What is an Academic Conversation?

- Extended exchange that requires critical thinking
- Centers around ideas in academic text/lectures
- Talk about what matters
- Develops one idea at a time
- Requires holding onto ideas during conversations
- Uses academic language
- Requires participation of all students
Shared Reading

- Common strategy in elementary schools
- All students have access to text but teacher responsible for reading
- Shown to be one of the best way to promote language development
- Provides exposure to decontextualized language

(Beck & McKeown, 2001)
Shared Reading

- Exposure to text/ideas beyond independent reading level
- Facilitates academic conversations
  - Concentrate on ideas in text
  - Reflect/consider meaning in text
  - More than yes/no questions,
  - Utilizes open-ended questions

(Beck & McKeown, 2001)
Purpose of using Shared Reading & Academic Conversations

- Improve comprehension
- Make meaning of text
- Improve academic language
- Use language to explain thinking
- Improve writing

- Students get better with practice
- Scaffolds facilitate development of skills
Scaffolds

- Think Alouds
- Repetitions
- Recasts
- Clarifying Questions
- Comprehension Checks
- Oral Rehearsals
- Explicit Modeling
- Visual Supports
- Summaries
Critical Thought

Children from professional parent homes hear an average of 50 million words by age 4

vs.

10 million words in families with low income

(Hart & Risley, 1998)
Vocabulary Instruction

- How vocabulary is learned
  - Gradual, cumulative process
  - Extensive listening and reading
  - Interaction with other language users
  - Refined discrimination of ideas, actions, feelings and objects
  - Assimilating new concepts with prior knowledge via organization of existing cognitive schemata

(Beck, McKeown, & Kucan, 2002, 2008)

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Vocabulary Instruction

- Disadvantaged learners need
  - Access to texts of increasing complexity
  - More exposure to new words
  - Participate in discussions and use academic language
  - To read fluently and with deeper comprehension
  - To read widely
  - To derive meaning when words are unfamiliar

(Beck, McKeown, & Kucan, 2002, 2008)
Vocabulary Instruction

- What is not supported by research

  - Random instruction
  - Brief, non-meaningful encounters
  - Dictionary definitions, synonyms and sentence formulation
  - Drill/flash cards
Vocabulary Instruction

What is supported by research

• Intriguing, explicit instruction that encourages “word & world exploration

• Targeting words that:
  • Mature speakers and writers use
  • Connect to other words and concepts
  • Refine conceptual understanding
Tier 2 Vocabulary Instruction

- Tier 1 – basic words found in every day conversation, high frequency use words
- Tier 2 – high frequency words that mature speakers and writers use
- Tier 3 – technical words found in specialized contexts, low frequency use

(Beck, McKeown, & Kucan, 2002, 2008)
Tier 2 Vocabulary Instruction

- Choosing tier 2 words
  - 4 to 6 per text

- Importance and utility

- Instructional potential

- Conceptual understanding

(Beck, McKeown, & Kucan, 2002, 2008)
Tier 2 Vocabulary Instruction

- Introducing words
  - Introduce words after reading text
  - Student friendly definitions
  - Contextualize the words
  - Interact with word meanings
  - Provide multiple opportunities to interact

(Beck, McKeown, & Kucan, 2002, 2008)
Inclusive Education

- Least Restrictive Environment
- District level move towards more inclusive models, fewer special education day classes
- Increased training on collaboration and co-teaching
Co-teaching Approaches

- Supportive co-teaching
- Parallel co-teaching
- Complementary co-teaching
- Team co-teaching
Establishing a trusting relationship is key to success

Things to remember
- SLP may be seen as “Speech Teacher”
- Limited course work in language development
- Differences in professional vocabularies
- Limited experience/information on co-teaching or collaboration
- Classroom is their domain
- Significant amount of work on teacher’s plate
Getting Started

- Find a teacher you can work with and try to group IEP students in 1 or 2 classes
- Schedule time to meet regularly
- Share information on the relationship of language and literacy
- Discuss different viewpoints/objectives and find common ground
- Discuss students and identify support strategies
Getting Started

- Choose grade level text that facilitates both language development and meeting grade level standards
- Identify target goals
- Read the text
  - Identify Tier 2 vocabulary and develop activities
  - Identify focus of comprehension and develop questions
- Spend 3 to 5 days reading text and working on vocabulary
- Review student progress
Kindergarten Model

- Two general education classrooms
- Three flexible groups
- IEP students with SLP
- Parallel Co-teaching
Kindergarten Model

- Big Books selected by teachers
- Text rotated between teachers/SLP
- Vocabulary selected by SLP
- Teachers focus on text structure
- SLP focuses on comprehension and discussion
Kindergarten Core Standards

- Retell familiar stories with support
- Identify common characters, settings, major events
- Compare and contrast adventures/experiences of characters with support
- Participate in collaborative discussions
Kindergarten Core Standards

- Continue discussion across multiple turns
- Ask and answer questions about key details, to clarify information, to seek help or information
- Describe familiar people, places, things and events with support
- Express thoughts, feelings and ideas clearly
Kindergarten Core Standards

- Speak in complete sentences
- Identify meanings for new words
- Sort common objectives into categories
- Distinguish shades of meaning among verbs
- Use words and phrases acquired through conversations, reading and being read to
Kindergarten Lesson

- Text – Goldilocks and the Three Bears
- Teacher Purpose – Benchmark testing, fantasy vs. real life
- SLP Purpose – narrative development, discussion of character action, vocabulary
- Each group read the same text with discussion of could that happen or is it make believe
- Discussion of Goldilocks behavior
- Vocabulary - naughty
First Grade Model

- One general education classroom with additional students
- Two groups that rotate between SLP and classroom teacher
- IEP students included in both groups
- Parallel and Team co-teaching
First Grade Model

- Teacher/SLP select first grade literature
- Read Aloud format using same text in both groups
- Vocabulary selected collaboratively
- Focus on academic discussion around 1\textsuperscript{st} grade standards
- Started with Text Talk Level A
First Grade Core Standards

- Retell stories, including key details, reflecting understanding of central message
- Describe characters, settings and major events
- Compare and contrast adventures/experiences of characters
- Participate in collaborative conversations about grade 1 topics/text
First Grade Core Standards

- Build on others’ talk in conversation by responding to comments of others
- Ask and answer questions about key details in text and to clarify information, to gather information
- Describe familiar people, places, things and events
- Produce complete sentences
First Grade Core Standards

- Determine or clarify the meaning of unknown or multiple-meaning words
- Define words by category and key attributes
- Distinguish shades of meaning among verbs
- Use words and phrases acquired through conversations, reading or being read to
First Grade Lesson

- Text – Edward the Emu, from Text Talk A
- Teacher/SLP focus – Character description based on actions, central idea
- Teacher/SLP rewrote questions to focus more on above focus; ex. What do we know about Edward so far? Why do you think Edward decided to be an emu again?
- Utilized partner talk to support student use of language
- Vocabulary from Text Talk; ex. amusing, detest
Fourth/Fifth Grade Model

- Special education teacher and SLP
- Fifth grade, IEP students only
- Fourth grade, IEP and at risk students
- Teacher and SLP rotate days with group
- Team teaching

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Fourth/Fifth Grade Model

- Special education teacher selects text based on general education curriculum
- SLP selects vocabulary and develops activities, fifth grade currently using Text Talk
- Focus on academic discussion around grade level standards
Fourth/Fifth Grade Core Standards

- Refer to text details when explaining a text
- Determine the theme of a story including how characters respond to challenges
- Describe characters, settings, events in depth and compare/contrast 2 or more characters, settings, events
- Compare/contrast point of view and how it impacts the story
Fourth/Fifth Grade Core Standards

- Engage effectively in a range of collaborative conversations

- Review key ideas expressed and explain own ideas

- Paraphrase/summarize text

- Report on a topic, text or opinion in an organized, logical manner, using appropriate facts and relevant details
Fourth/Fifth Grade Core Standards

- Adapt speech to a variety of contexts and tasks

- Determine and clarify meaning of unknown and multiple meaning words

- Demonstrate understanding of figurative language

- Acquire and use grade appropriate academic words and phrases
Fourth Grade Lesson

- **Text** – What do you think?, persuasive article
- **Purpose** – identify main ideas, paraphrase opinions, using language to state personal opinions
- **SLP/teacher jointly identified goals and developed questions**, ex. What was the author’s opinion? What details support do we have to support that?
- **SLP selected vocabulary and developed activities**; benefits, calm
- **SLP and teacher taught on different days introducing text, engaging in discussions and teaching vocabulary**
Student Benefits

- High level of student engagement
- Increased participation of IEP and at risk students
- Increased student interest in vocabulary
- Vocabulary used is more specific and sophisticated
- Vocabulary taught showed up in student discussions and writing
- Exposure to text above independent reading level
Staff Benefits

- Lower student/teacher ratio
- Use of curriculum materials for language development
- Ability to observe students during instruction
- “Second set of eyes/hears” to identify student needs
- SLP showed increased knowledge of curriculum and teachers of language development
- Teacher/SLP satisfaction
Challenges

- Time to meet and collaborate
- Changes in the schedule
- No sub for SLP
- Administrative/parent support for service delivery
- Teacher willingness to participate
Questions Contact Sharlee Mosburg-Michael San Diego Unified School District smosburg-michael@sandi.net
References


References


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