Standards Based IEPs, Goals, and Interventions

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Crisis in Education

- Illiteracy is one of the biggest problems in the US
- More than 30 million people in the US cannot perform functional literacy tasks
  - reading job advertisements
- 33% of 4th grade students are at or below the “Basic” level
- 53% of minority students score below Basic
- Once behind, few students ever catch up

Disclosure

Some of the slides show intervention materials developed by Jan Norris and commercially available at www.elementary.com.

Who are These Children?

Research conducted by Catts and Kamhi (2005) showed those at-risk for reading failure are largely:
1. Children raised in poverty,
2. children with dyslexia, or
3. children with oral speech and language impairments

Corresponding Poor Reader Subgroups


Distribution of Poor Readers

What do We Know about Preschool SLI and Dyslexia?
- 3 years old – diagnosed Specific Language Impaired (SLI)
- 2nd grade – scored low in decoding, comprehension, spelling
  6% met criteria for dyslexia
- 15 years – 24% met criteria for dyslexia
- So 1/4 of SLI kids later identified with dyslexia

(Stothard et al., 1998)

Students with a first degree relative with dyslexia...
- Are high risk for dyslexia
- 3-9 years = language delayed
- 6 years = persisting language delays
  poor phonological awareness
- 66% = poor readers and spellers
- 32% of those = dyslexic
- In families at high-risk, early problems in spoken language predict later reading difficulties
(Catts, 1993)

Dyslexia in family
- Younger siblings look similar to older child with established reading problems, including cognitive, linguistic, and behavioral deficits
- Some view SLI as an early stage of dyslexia for some SLI children.
- Many show co-morbid deficits in motor skills, cognitive function, attention, and reading

(Catts HW, Fey ME, Tomblin JB, Zhang X, 1999)

Co-morbid
- only moderate correlations between SLI and dyslexia (Catts et al., 2005)
- dyslexia = poor phonological processing
- dyslexia and SLI = poor phonological processing
- SLI only = better phonological processing
- Suggests the disorders are different but co-
  morbid for many SLI children

If SLI doesn’t “cause” dyslexia, then why are SLI children especially at-risk for dyslexia?
- Proposed that an underlying difficulty organizing language affects both oral and written
- Phonological deficits have been proposed
- Others have shown the language problems are usually broader than just phonological

Language Delays at School Age and Preschool History
- Children who are late in developing language were once seen as experiencing temporary delays that would resolve spontaneously over time.
- Snyder (1980) predicted the language-delayed preschooler of today may well become the learning-disabled student of tomorrow
- Much research now supports this
Prognosis for Late Talkers

- 2 yr = Late talkers (poor expressive vocabulary)
- 4 yr = deficits seemed to be outgrow
- 5-6 yr = poor academic readiness
- 2nd grade = Most showed reading disabilities
- Suggests underlying deficit in organizing symbol systems

Scarborough & Dobrich (1994).

Preschool Language Delays Result in Language and Reading Delays

Preschoolers with moderate-severe receptive language delays
- predictive of long-term problems
- affect learning, school achievement, peer relations, and behavior
- Briscoe, Bishop, & Norbury, 2001; Caron & Rutter 1991; Catts, 1986; Catts, 1993

Resolved vs Persistent Delays

5 ½ = if language impairments resolved, most had no reading difficulties
= if language impairments persisted, most had reading problems
Most had poor comprehension


Long Term Problems for Poor Comprehenders

8 – 9 years = identified poor comprehenders
13 – 14 years = 78% still had significant impairments
13% had milder weaknesses
9% resolved comprehension problems
Implications: No one is addressing the language deficits underlying reading comprehension
(Catts, Adlof, & Ellis Weismer, 2006.

Poor Comprehenders Show Broad Language Deficits

- Phonology: no group differences
- Semantics: weaknesses in children with poor reading comprehension
- Morphosyntax: poor comprehenders performed poorly
- Broader language skills: poor comprehenders performed poorly
- Language problems not diagnosed nor recognized in classroom

(Catts, Adlof, & Ellis Weismer, 2006; Nation et al., 2005)

Late-emerging poor readers

1st – 2nd grade = respond well to instruction
- learn to decode with accuracy and fluency
- average comprehension
4th grade =
- average or slightly above average
  word recognition accuracy and fluency
- difficulties in language comprehension

- Catts & Kamhi, 2005
Phonological Disorders are Not Simple Artic Problems

- 60% of childhood Speech Sound Disordered children (SSD) also have impaired cognitive-linguistic processes
- Probability of also having expressive language disorder at 3 – 6 yrs. is 40 – 60%
- (Shriberg, 2004)

Speech and Language

Co-morbid preschool Speech Sound Disorders (SSD) and language disorders
- 75% had reading difficulties in 3rd to 5th grade
- 61% had a special ed designation

(Lewis et al., 2002)

Phonology-Language-Reading

K and 1st:
- 9%-11% reading problems
- 6% speech/language

If the disorder is artic only
25% have reading disability

If the disorder is comorbid language impairment
66% have reading disability

(Long-term Deficits

Children with early phonological disorders:
- Exhibit general academic difficulty
- Deficits in reading, writing, spelling, and mathematical abilities
- 50% -70% persist through grade 12

Conclusions

- The relationship between early speech-language delays and reading impairment is strong but not linear (majority will, but some won’t)
- Need additional prospective studies to help to clarify this issue and predict who is likely to fail.
- Must assume that delays in speech-language development of toddlers mean significant risk for future academic and behavioral problems
- “wait and see” approach is not supported

This Body of Research is Crystallizing at the Same Time as Educational Initiatives Place New Demands on SLP

I'm a late talker
And in 5 years I won't read either

American Speech-Language-Hearing Association
Common Cause
Use of Literacy by the SLP

- We must use literacy as a primary intervention medium with preschoolers to prevent or limit future failure while simultaneously improving oral language in at-risk children.
- We must use literacy as a primary intervention medium for school-age students to simultaneously improve oral and written language.

Common Core State Standards

- The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.
- Students with disabilities must have the opportunity to learn and meet the same high standards (shared goal).
- This suggests a high level of involvement for SLPs and other special education personnel.

ELA Example

College/Career Readiness Standard (12th Grade): Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(from ELA Reading: Informational Text)

12th Grade

ESPRALS UPWARD TOWARD COLLEGE/CAREER READINESS STANDARD

- Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Grade 2: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Grade 1: Ask and answer questions about key details in a text.

Reading Standards for Literature K-12 (12th Grade)

Integration of knowledge and usage
1. Analyze how a particular writer or speaker uses the language of literature or rhetoric to consider how such language might add to or detract from the text's impact.

Integration of knowledge and usage
2. Analyze how and why multiple techniques contribute to the meaning or tone of a specific passage or to the overall impact of a text.

Same Standard Across Grades

1. Conventions of standard English usage and grammar apply across grades and disciplines.
2. Use grammar appropriate to task and situation.
3. Use pronouns and conjunctions that are appropriate to a particular task.
4. Use parallel construction and a variety of sentence types.
5. Use a variety of complex sentence structures.
6. Use language that is appropriate to the subject matter and task.

From Reading Information Text: Rhs Ques & Details: Standard I: 3-3
SLPs Deal with the Underlying Language

- Nearly every standard is dependent upon underlying language skills
- This includes linguistic abilities (morphology, syntax, semantics, phonology, pragmatics)
- Metalinguistic abilities (explicit awareness of patterns of syntax, morphology etc.)
- Related cognitive abilities (focus/attention, memory, information storage and retrieval, categorization, sequence, discrimination)
- Metacognitive abilities (explicit awareness of cognitive processes)

ASHA, 2001

SLP Objectives Support Multiple Standards Across Strands

20 of the Primary CCSS Goals are Semantic-Pragmatic - Syntactic-Morphological-Phonological

Including 2 that Address the Underlying Phonological Foundation for Literacy and CCSS Standards

K-12 CCSS Reading Goals that are Language Based

Select a Small Number of Easily Measured Goals
Select a GOAL from one of the standards...

Then go to the specific grade level to determine objectives

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   **Short Term Objectives:**
   - **The student will**
   - From 9th-10th Grade CCSS
   - Use parallel structure.
   - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent: noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Reading

**Key Ideas and Details:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- From 9th-10th Grade CCSS

Intervention

- literacy should be used as the primary intervention medium for school-age students to simultaneously improve oral and written language
- Since the CCSS standards are designed to improve literacy, then this is the most functional language needed by the child to succeed in his/her environment
- Using text assures that the language is at the appropriate level of difficulty

All of the goals can be achieved within the context of written language.
Grade 2: Charlotte’s Web, by E.B. White

Before breakfast:

Where’s Papa going with that ax? said Fern to her mother as they were setting the table for breakfast.

Out to the hogshead, replied Mrs. Arable. Some pigs were born last night.

I don’t see why he needs an ax, continued Fern, who was only eight. Well, said her mother, one of the pigs is a runt. It’s very small and weak, and it will never amount to anything. So your father has decided to do away with it.

Do away with it? Squealed Fern. You mean kill it? Just because it’s smaller than the others?

Mrs. Arable put a sheaf of cream on the table. Don’t yell, Fern, she said. Your father is right. The pig would probably die anyway.

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern’s sneakers were soaking by the time she caught up with her father.

Please don’t kill it! she wept. It’s unfair.

Mr. Arable stopped walking.

Fern, he said gently, you will have to learn to control yourself.

Control myself? yelled Fern. This is a matter of life and death, and you talk about controlling myself. You ran down her cheeks and she took hold of the ax and tried to pull it out of her father’s hand.

Strategies to Teach the Language

- Communicative Reading Strategies (see folder)
- Act out the parts (including the narrator)
- Quick sketch (stick figures) scenes as you read each sentence
- SDQ Semantic question continuum (the first 10 sentences below)

1. How did you figure out what “run” meant? What does Shrek say “that ax” instead of “the ax.” How would she say it?

A: What is the difference between amounting to something or never amounting to something? What is “doing away with” mean?

B: Who do you think is right, Fern or Papa? Explain why.

C: Why do farmers kill the runt of the baby pigs? Read the text and explain what it means (it will never amount to anything).

D: How do Fern feel about killing the runt? Read the sentence(s) that make you think so.

E: So Papa has an objective (point) and he’s going to the objective (point) because one baby pig is a runt (point). Read what Fern says. (I don’t see why he needs an ax.) Why do you think he needs an ax?

F: In this sentence (point) find a word that means small and weak.

G: What were Fern and mom doing? What did Papa have in his hand?

H: Who were the people in the kitchen? START HERE

Retell the plot episode using Storyboard

- One morning just before breakfast:
- Fern and her mother (Mrs. Arable), Papa, runt pig
- All in kitchen; Papa going to the hogshead
- Newborn pig is a runt, Papa doesn’t want it on the farm “will never amount to anything”
- Plans to use an ax to “do away with it”
- When Fern figures out his plan, she shrieks and argues with Papa, tries to take ax from him

Outcome: Unknown

Results of 4 Leaf Luck Intervention

- Read Comprehension: 8 months gain in 6 weeks
- TOE Language: 15 standard score gain

This graph shows that students made significant gains in reading comprehension... and that the language foundation improved significantly
Pictureing Complex Sentences

When the crew set up their tents in the barnyard, they didn't know what to do next.

Visualize how to construct complex sentences for both meaning and form, including punctuation.

Creating a Simple GO Chart

pelican

body

fishing

ocean

Long-Term Goal: Student will identify main ideas about a topic, organize them on a hierarchical graphic organizer (GO Chart), then use the key words from the GO Chart to generate three sentences containing relative pronouns or relative adverbs, progressive and modal auxiliaries, ordered adjectives, and prepositional phrases.

Start small, using a picture and helping student decide how to organize 5-6 key words on a GO Chart (topic, main idea, supporting details); then use the key words to write a sentence(s) that has at least one grade level grammatical form.

Using picture and 1 paragraph of text, help students decide how to organize 6-10 words with 2 subtopics and supporting details on the GO chart and write a sentence with elaborated phrases.

Gradually add more complexity.

Focus on a subskill for several sessions when needed.

Use the metalinguistic terms to increase awareness and provide a tool for thinking about language structure.

pelican

body

fishing

ocean

The pelican that was fishing in the ocean caught a small pink fish.

The middle school teacher's complaint is about the behavior problems in class. You observe him lecturing and, indeed, many students aren't taking notes and begin to play with their pencils and small objects.

Pair the discussion with a visual that shows the important concepts; pictures provide learners an image to attach the words to and supports recall and understanding.

Present lecture accompanied by GO chart with key concepts specified. Generate unit test by taking enough questions from this chart to earn a "C" (75%); another 15%. Further details; another 10%. Higher level questions.

The Buried Eye

Written by Irene Schultz, a teacher who recognized the need for high level topics and high interest, but low readability.

- Appropriate from 4th grade through adult
- Wrote a series of books about the Woodlanders and their adventures
- Readability between 2nd-3rd grade level
- Filled with vocabulary, metaphors, complex grammar, inferential meaning
- See SDS lesson plans on CD
The same IEP Goals, Objectives, and Strategies can be used at lower levels

Key ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.

2. With prompting and support, retell familiar stories, including key details.

- Attributes
- Descriptions of action
- Labels or names

- They stay close to mama cat.
- They do what mama cat does.
- Attributes
- Descriptions of action
- Labels or names

- Key ideas and Details
- Inference
- Evaluation
- Interpretation

- He must see a bug or fish.
- Maybe this isn’t a good idea.
The CCSS Goals can be Traced to Developments in Early Childhood

Storybook Reading 2 – 4 Years

What About Phonology/Artic?

Preschooler – hummed with intonation but no real words or phonemes
Preschool Language and Articulation

Relationship Between Language Development and Articulation

Examples of Gains Following 5 Months

<table>
<thead>
<tr>
<th>Goal</th>
<th>Before</th>
<th>After</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>D:1</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>P:1</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>F:1</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

*remarked 8-10 year old children
*Long term study (20 months in progress)
*Last 10 minutes
*Functional Exchange Communication System (PECS) B & Tread, 10/2000
*Medically prescribed
*Specific area
*Graph work to increase awareness of functional communication and increase communicative acts while increasing oral awareness.

Itself end of the statement:
*EO: participated in some talking during conversation and a play.
*He independently produced 5.5 words by the end of the school year.
*He began speaking to others in therapy materials.
*DR: increased 2 steps to play sequences in steps.
*DR: increased the number of words extended.

Accomplish Multiple Goals – target a phonetic pattern and work on phonemic awareness and articulation

1. Match phoneme to picture work individual
2. Develop phoneme awareness
3. Develop pseudowords
4. Develop articulation awareness
5. Develop articulation awareness
6. Develop articulation awareness
7. Develop articulation awareness
8. Develop articulation awareness
9. Develop articulation awareness
10. Develop articulation awareness

Modify CCSS Goal to Include Speech Production of Target Sounds

GOAL: Know and apply grade-level phonics and word analysis skills in decoding words while maintaining correct production of targeted speech sounds.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.
Examples of artic-phonics lessons

- **Phoneme S sound - 1 CVCC 2 syllable**
- **Phoneme S sound - 2 CVCC 2 syllable**

**Examples:**
- smooth soup
- smooth soup

Today the child will work on the /s/ sound. As he Fusion, the child will work on the /s/ sound. He will be given a box with the words on them. He will be asked to say the word before he can see them. As he is able to do so, he will get a check mark next to the word.

**References**


- **Evidence-based Materials from ElementOry.com**

  - Alphabet Learning in Touchfeels: http://bit.ly/3oJ0y0d
  - Words Learning in Touchfeels: http://bit.ly/3G0yj0y
  - Phonics Learning in Touchfeels: http://bit.ly/3G0yj0y
  - Phonics Learning in Touchfeels: http://bit.ly/3G0yj0y
  - Phonics Learning in Touchfeels: http://bit.ly/3G0yj0y
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