



OSLA
AAOA

The Ontario Association of Speech-Language
Pathologists and Audiologists

Association ontarienne des
orthophonistes et audiologistes

School Services Presentation Guide

2021

Slides 1 & 2

- Introductory remarks.

Slide 3: An Ontario Snapshot

- These statistics show some facts related to children's reading in Ontario. Of particular interest is the 3rd point that more than half of students with learning disabilities have speech & language difficulties.

Slide 4: The Ontario Human Rights Inquiry

- You'll all be aware that the Ontario Human Rights Commission launched a public inquiry into the Right to Read. The report of that inquiry is due in the Fall of 2021. In anticipation of that report, SLPs have been considering how best to support implementation of the report recommendations.

Slide 5: OHRC Recommendations

- The Right to Read Inquiry considered 5 recommendations, and they are outlined here (explain each):
 - Universal Design;
 - Reading Interventions;
 - Accommodations;
 - Early Screening;
 - Assessment.
- [with click to box the top 3 recommendations] In this talk, we'll first examine how we might support the first 3 recommendations about universal design, interventions & accommodations.

- [with click to box the bottom 2 recommendations] then we'll talk about early screening & assessment.

Slide 6: The Question...

- How can Speech-Language Pathologists and Audiologists support the OHRC recommendations across schools in Ontario?

Slide 7 & 8: Scientific Evidence

- There is considerable scientific evidence for the language basis of reading.
- Here is the model for the Simple View of Reading:
 - It says that there are two broad concepts that support reading comprehension:
 - The ability to recognize words;
 - The ability to understand language.
- These 2 broad concepts are broken out further in 'Scarborough's Reading Rope' shown here (slide 10):
 - Word recognition is the ability to read (or recognize) written words;

- Supported by phonemic awareness, decoding, and sight recognition;
- As sight recognition grows, reading fluency grows too.
- Language comprehension is supported by all of these concepts:
 - Background knowledge, vocabulary, the language structures - or the ways words are put together to make sentences when we talk or write, verbal reasoning, and knowledge about how written texts are structured.

Slide 9: Word Recognition - Universal Design & Intervention

- Let's look first at Word Recognition, and we'll start with strategies to support Universal Design & Intervention.
- One skill that supports word recognition is phonemic awareness.
 - Review points on slide;
 - If you choose, view video; reference David Kilpatrick's book.

Slide 10: Word Recognition - Phonemic Awareness

- Here is an infographic with lots of details about phonemic awareness. I'm happy to share it with you.
- Briefly... (review points on slide).
 - Notes: recent research has emphasized practice at the phoneme level (ie: we shouldn't be waiting until kids have 'mastered' the syllable level before starting on phonemic awareness tasks);
 - There is a need to emphasize more advanced skills (eg: blending, segmenting, manipulating) even in older children who are struggling to read;
 - Intensive practice is needed, but only about 10 minutes per day; most children should master these skills with regular, intensive practice starting in kindergarten by mid-grade 1.

Slide 11: Word Recognition - Phonemic Awareness

- This infographic captures lots of good tips about phonemic awareness, so we can explore it together.
 - Highlight / discuss as you choose.

Slide 12: Word Recognition - Decoding

- Decoding is the ability to use letter-sound knowledge to read words. It requires:
 - Knowledge of correspondences between graphemes (written letter units) and phonemes (speech sounds)
 - Orthographic mapping - The ability to map or connect phonemes and graphemes so that it can be permanently stored in the brain.
 - And we mustn't forget the corresponding skills in writing: spelling goes hand-in-hand with reading words. Spelling involves mapping sounds onto letters and writing them.
 - Refer to the boxes on the lower right to emphasize that reading a word and writing a word are parallel processes.

- Decoding skills are taught in your phonics program.
 - Highlight definitions & need for systematic instruction as is appropriate for your group.

Slide 13: Word Recognition - Decoding

- Phonemic awareness and Phonics are skills that can be targeted together.
 - We know that by pairing sounds and letters together during phonemic awareness tasks, we get even greater benefits!
- Here, you see a picture of a sound wall
 - It provides an instructional tool for guiding students to connect phonemes & graphemes.

Slide 14: Word Recognition - Sight Recognition

- Once children can decode a word, all it takes is reading that word again and again for it to become a word they recognize by sight.
- Building sight recognition builds fluency.

- There are lots of strategies for giving children the practice they need.
 - Review & explain strategies as you choose.

Slide 15: Word Recognition - Print Awareness

- I've just added in 'print awareness' because it goes hand in hand with early reading.
- These are skills like knowing how to hold a book, where a book starts, how we mark the beginning or end of a sentence, etc.
- These skills can be easily highlighted with our beginning readers.

Slide 16: Word Recognition - Screening & Assessment

- Here, I am showing just a few examples of screening measures corresponding to each of these skills.
 - you may know others.
 - I'd be happy to explore these with you.

- In terms of speech & language assessment in this area...
 - Describe as suitable for your service.

Slide 17: Scientific Evidence - Language Basis of Reading

- We've looked at strategies & assessment for Word Recognition.
- Let's look now at strategies & assessment for Language Comprehension.

Slide 18: Language Comprehension: Universal Design & Intervention

- First is that children need the background knowledge & vocabulary that will support their ability to understand what they are reading.
 - Review each of the strategies.
 - Notes:
 - Evidence suggests that incorporating home language supports vocabulary learning.
 - New findings indicate that students struggling to learn language need 36 repetitions of a word to learn it (see speaker notes for a link

to this study & infographic); even if most students in the class seem to understand a word, we need to keep repeating it so that all will learn it.

Slide 19: Language Comprehension: Universal Design & Intervention

- To build background knowledge & vocabulary, we can have rich ‘text sets’ available, that is...
 - A variety of books from different genres and explore a topic from multiple perspectives (see infographic on how to develop these).
 - *When shifting to a phonics-based approach to instruction, teachers might wonder what to do with their leveled or predictable texts. Leveled or predictable texts do not incorporate the phonics-based words being targeted in the classroom so do not allow for early success with decoding skills. Teachers can use leveled or predictable texts to create topic-based texts sets as shown in the picture here. (See speaker notes for more detail).*

Slide 20: Language Comprehension: Universal Design & Intervention

- In addition to background knowledge and vocabulary, we also want to build the student's knowledge and use of language structures.
- We can target all of these things using dialogic reading.
 - That is, talking about books as we read and share them.
 - Review points to explain further;
 - View the video (if you choose). *The focus of the video is on parents, but the techniques are well explained.*

- *Slide 21: Language Comprehension: Universal Design & Intervention*

- We also know that teachers have an important role to play in helping their students build language knowledge and use.
- When teachers use complex syntax during instruction, children's grammar and vocabulary benefits!

- But, it's hard to concentrate on using complex sentences when you're also trying to think of all the things you're trying to explain to your students!
- So here's a good tip: If you think about using 'mental state verbs' in your sentences, you'll be producing more complex sentences!
 - Mental states verbs are verbs that have to do with thinking like know, think, understand, feel, hope, prefer.
 - When you make a sentence with one of these verbs, it will naturally be a complex sentence.
 - Review the video (if you choose).
- Now, it's all good to think of ways that we can create language rich classrooms, but we don't want to forget our students are struggling with language.
 - They need to hear rich language too.
 - But they also need support in understanding this rich language.
 - Differentiate by restating a complex sentence as 2 simple sentences.
 - Use gestures & visual supports.

Slide 22: Language Comprehension: Universal Design & Intervention

- You can also use classroom talk.
 - Talk moves - defined sentence starters that explicitly teach students how to take part in the conversation.
 - Review video (if you choose).
 - *Explore additional resources on the slide & in the speaker notes as you choose.*

Slide 23: Language Comprehension: Universal Design & Intervention

- We can also support student's language, reasoning, and literacy knowledge by explicitly teaching them about the way information is shared.
 - How to tell stories (story grammar).
 - Expository text structure too.

Slide 24: Language Comprehension: Universal Design & Intervention

- And don't forget those higher level language skills that are so important to reading comprehension.
- Written language requires more inferencing.

- Inference relies on background knowledge (which is why it's important to build background knowledge).
- We can also increase understanding of how to make an inference by explicitly talking about inferencing and going through the steps together (see link on slide).
- Comprehension monitoring.
 - Some time can be spent on teaching students strategies for monitoring their comprehension while reading.

Slide 25: Language Comprehension

- Finally, when it comes to screening and assessment of language comprehension, there are a few tools listed here.
 - I'd be happy to explore with you.
- In terms of SLP services, we assess all areas of language including grammar, syntax, semantics, pragmatics.

Slide 26: How Can We Help?

- S-LPs can collaborate with School Boards to implement universal designs and screening.
- S-LPs can determine the most effective accommodations for individual students.
- S-LPs can provide specialist assessments.

Slide 27: Educational Exceptionalities

- Communication, intellectual, behavioural and multiple.

Slide 28: Clinical Profiles

- In addition to supporting classroom programs for all children, SLPs support children with communication disorders like these and others.
 - Review as relevant for your group.

Slide 29: Find Out More

- Visit OSLA online at osla.on.ca, on social media or get in touch via email.

Slide 30: Exit remarks

- Mention final remarks and thank yous.

