

Case Study: High School

It's a whole different nut.

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High School Student: Clark Kent

IEP Goal: Clark Kent will increase his receptive and expressive language skills by meeting 3 of the 4 objectives listed below

(DPI,2014)

Objectives:

- advocate for himself within the regular education classroom
- demonstrate command of the conventions of standard English grammar
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening

(Department of Public Instruction, 2014)

Take into consideration while looking at the objectives

- Each of these is taken verbatim from the Common Core Standards
- They lack of individualization necessary for IEP
- Are these objectives related to his oral or written abilities, or both?
- Are they measurable?

Observations from the Classroom relative to his Goals/Objectives:

- Clark Kent advocated for himself in the classroom.
 - Large Group
 - Small Group
- Errors in the conventions of Standard American English.
 - “Did you find when they’re talking about the, they’re talking about how Lenny and George looks like?”

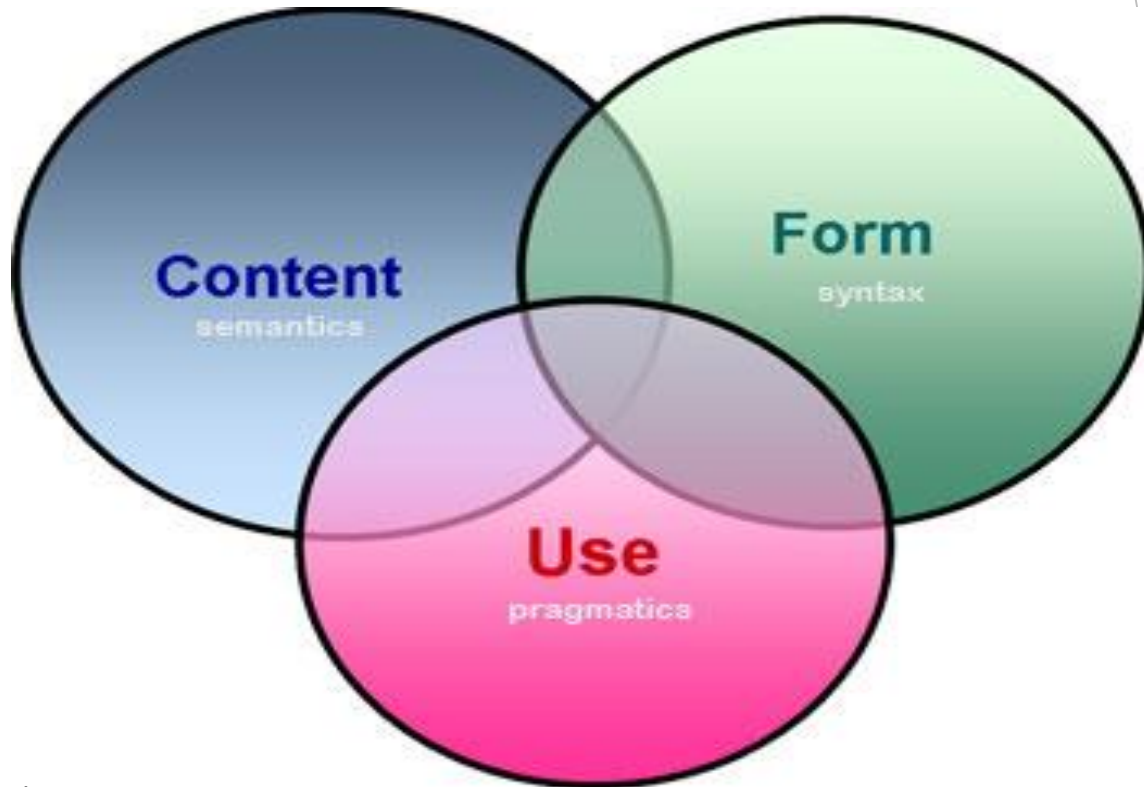
Deconstruction of Clark's Speech

“Did you find when they're talking about the, they're talking about how Lenny and George looks like?”

Limitations from observation:

- Only heard him talk in this one context in the classroom.
- Is this an example of a typical production?
- Does his oral language change when he is talking to different conversational partners (i.e. teachers or classmates)?
- Does his expressive language portray syntax errors in English or also in his native language?

What we know about LLD Characteristics:



(Bloom & Lahey, 1988)

What we know about LLD:

Form:

-Difficulties with grammar
-“children are inconsistent in their application this knowledge” (Paul, 2012 p.5)

Content:

-“Impoverished vocabulary” (Paul,2012 p. 5)
-slow to learn new words
-difficulty retaining new word labels
-encode fewer semantic features
-require more exposure to words (Paul, 2012 p.6)

Use:

-difficulty understanding and applying pragmatic rules
-difficulty integrating language and context

What we know about Clark’s LLD Characteristics:

Form:

-Deficits in conventions of Standard American English.

Content:

-He asked a content question in large group
-Family’s language is Spanish dominant .
-Need more data to determine lexical development and metalinguistic abilities.

Use:

-Turn taking used appropriately in small group context.
-Topic initiation was observed in small group context.

What we need to know about Clark’s LLD’s:

Form:

-Do his language characteristics represent a language difference due to dialect or a language disability based on normative data? (Patton Terry, 2010)
-Is it oral or written?
-Conversational Language vs. Academic Language?

Content:

-What is his vocabulary development in his family’s dominant language based on normative data?
-What is his vocabulary learning in English based on normative data?

Use:

-Oral narrative
-Written narrative
-Academic use vs. conversational
(Paul & Norbury, 2012)

Classroom Contexts:

- **Large group:** Discussion on the assigned chapter reading of *Of Mice and Men*. The teacher opened it up to discussion and question before the quiz.
- **Small group:** After the teacher defined direct and indirect characterization the students were put into small groups. The students were given a worksheet which had all the characters from the book *Of Mice and Men* and they were instructed to give examples/quotes from the text that showed indirect and direct characterization of each character.

(Steinbeck, 1993)

Classroom Contexts:

One on One: There was no opportunity for one on one observation.

- High school classes tend to be indicative of IRE classroom discourse and did not allow the opportunity for one on one interactions.
 - Four minutes per day (Jones, 2005)
 - Matthew Effects in Reading (Stanovich, 1986)
 - Self-selecting marginalization
- SLP pulls out Clark during study hall for 20 minute one on one sessions twice a week.

(Jones, 2005) (Stanovich, 1986)

Halliday's Language Functions

Large group data:	
Instrumental <ul style="list-style-type: none">• “What should I do during the quiz?”	Evidence for Instrumental: <ul style="list-style-type: none">• not for the purpose seeking knowledge• addressed basic personal needs of what to do during quiz based on his classroom modifications
Heuristic <ul style="list-style-type: none">• “Who shot the dog?”• “Did he shoot the dog on purpose?” <p>(Halliday, 1969) (Nippold, 2014)</p>	Evidence for Heuristic: <ul style="list-style-type: none">• Clark is seeking to confirmation orally of his internal representation and understanding of the text• verbalize to internalize• read, retell, discuss and act out (Nippold, 2014)

Halliday's Language Functions

Small Group Data:

Informative

- “There’s like a better example of them, like chapter 4 they give a direct characterization.”

Evidence for Informative:

- giving instruction on the location of a passage for the assignment
- there was no synthesis, just fact stated

Heuristic

- “Did you find when they’re talking about the, they’re talking about how Lenny and George looks like?”
(Halliday, 1969)

Evidence for Heuristic:

- seeking the text page
- had previously mentioned a specific event and wanted clarification on the page as well as if the example was appropriate for the assignment

Halliday's Language Functions

Small Group Data Continued:

Interactional

- “Okay.”
- “Yep, found it.”

Evidence for Interactional:

- purpose was to confirm and continue communication with peer
- was not seeking knowledge or containing any content

Instrumental

- “What did you put for indirect characterization?”
(Halliday, 1969)

Evidence for Instrumental:

- purpose was a “means to get things done”
- there was no synthesis of information

Halliday's Language Functions

Not observed in the classroom:	
Personal	Evidence for Personal: <ul style="list-style-type: none">• did not volunteer personal indirect characterization when the teacher gave an invitation to participate
Regulatory	Evidence for Regulatory: <ul style="list-style-type: none">• teachers used regulatory language during large group context• in small group, the opportunity to use was there but our student did not use regulatory language
Imaginative (Halliday, 1969) (Jones, 2005) (Stanovich, 1986)	Evidence for Imaginative: <ul style="list-style-type: none">• classroom activity was for extracting evidence from the text and not creating their own language

Classroom Recasts:

Classroom Discourse: Here we go, direct and indirect characterization. So direct, the author tells the reader exactly what the character is like using adjectives. So two examples, you got Kate was popular and snotty. And Tim was a nice, honest boy.

Classroom Recast: We have talked about direct versus indirect characterization. These are how the author gives us information. In this case, the author told us, “Kate was popular and snotty.” The author used the words popular and snotty to describe Kate. Using adjectives like that means it was a direct characterization because the author is not showing you what kind of person Kate is the author is directly telling you what kind of person Kate is. An indirect characterization of Kate might go like this, “Kate was elected home-coming queen and was always surrounded by a group of friends. She liked to strut around school looking down at all the people who were not her friends.”

Classroom Recasts:

Classroom Discourse: Okay so when you talk about that, there is two ways the author can tell you what kind of character the person is, you have multiple different roles so two different ways there is a direct way and an indirect way of describing characters. Does anyone from background knowledge know what that would mean?

Classroom Recast: When I read books I often paint a picture in my head of what the characters look like in the book. When I read the Hunger Games I pictured Katniss, Gale, and Peeta whenever I was reading about them. Sometimes I wonder how I was able to come up with such a clear picture in my mind about the characters. Authors can present characters in different ways so that the readers can get to know the characters. There are two ways that authors can introduce the characters. The author can describe the character in a direct way, and tell the reader explicitly and directly what kind of character the person is. Or the author can present the characters in an indirect way by showing the reader what kind of person the character is by what actions they take and how they handle different situations. Here is an example of each, Katniss is very brave. That is a direct characterization because the author used the word brave to tell you what kind of person she is. Another way the author could have described Katniss is by using an indirect characterization. An indirect characterization would be something like: Katniss volunteered for the Hunger Games to save her sister. What does that say about Katniss? When I read that, I inferred that Katniss is very brave. I was able to make that inference based on what the author tells me even though she did not say that directly.

(Wilkinson & Silliman, 2001)

Assessment

Data We Have:	What we need to know:
Formal Testing: <ul style="list-style-type: none">● MAP testing (grade school)● ACT College Readiness Benchmarks	<ul style="list-style-type: none">● Progress with language updated each year (oral and written)● Assessments in English and Spanish (Which language is used in academic vs. conversational contexts?)
Informal/Curriculum based: <ul style="list-style-type: none">● Progress monitoring based on curriculum assessment	<ul style="list-style-type: none">● Academic achievements (Do his grades reflect why he is on the caseload?)● Language demands in the classroom

(Paul, 2012)

Assessment-Recommendation

Content:	Why we are testing/relation to LLD:
Receptive Vocabulary <ul style="list-style-type: none">● Textbook: Classroom text● Instructional:spatial, temporal, logical, and directive vocabulary the teacher uses.● ESL	<ul style="list-style-type: none">● Complexity of classroom discourse and text● With LLD it is not always the content vocabulary that causes problems but also the more common spatial terms (above,north); temporal terms (after, following); and connectives (however, consequently) also may cause problems.
Expressive Vocabulary <ul style="list-style-type: none">● Lexical Diversity: Type-Token Ratio● Word Retrieval● ESL (Paul, 2012)	<ul style="list-style-type: none">● Word Retrieval: word finding difficulties are common● Are English/Spanish separate?● Which is the academic vs. conversational discourse?/Which grammar/syntax is he using?/Are they blended?

Assessment-Recommendations

Content:	Why we are testing/relation to LLD:
<p>Curriculum-Based Language Assessment:</p> <ul style="list-style-type: none">● Artifact Analysis● Observation● Dynamic Assessment<ul style="list-style-type: none">○ Diagnostic Teaching○ Successive cuing○ Mediated learning experience	<ul style="list-style-type: none">● Examples of written language used in academics.● Complex talk reflects complex thought (Nippold, 2014)● Adherence to classroom rules and discourse● What kind of scaffolding is necessary to facilitate classroom participation?
<p>Narrative Personal and Sequential:</p> <ul style="list-style-type: none">● Comprehension and Inferencing: literal and inferential comprehension● Narrative Production: Personal, Script, Fictional (SALT Analysis)<ul style="list-style-type: none">○ Narrative cohesion○ Syntax <p>(Paul, 2012)</p>	<ul style="list-style-type: none">● Understanding stories requires expectations and scripts for how it will precede, story grammar, and inference.● Linguistic vulnerabilities in written and oral narratives.

Intervention- Clark Kent

What he receives:	Information that is lacking:
<ul style="list-style-type: none">● mostly one-on-one pull out (20 mins/2 days per week)● some group work in the past● SLP is available during study hall (44 mins/5 days per week)● makes recommendations on modifications to curriculum to classroom teachers<ul style="list-style-type: none">○ extra time on classroom assessments (taken in resource room)○ assessments can be read aloud○ option to use computer for writing assignments● shares IEP with classroom teachers	<ul style="list-style-type: none">● How is progress measured?● What activities are done?● How do these activities relate to his goals/the common core?● How is evidence base being incorporated into the therapy objectives and activities?● Transition Plan? <p>(DPI, 2014)</p>

Intervention using Evidence-Based Practice

Evidence-Based Practice Dictates:	What we have:
<p>Active ingredients:</p> <ul style="list-style-type: none">● treatment targets● therapeutic techniques● Nelson's seven theoretical positions also influence the active ingredients underlying the treatment <p>Identification relies heavily on assessment of the client.</p>	<p>From our data collection, we do not have sufficient assessment data to make clinical decisions about intervention targets.</p>
<ul style="list-style-type: none">● underlying theory of the intervention● experiences of the clinician● preferences of the client● opinions of experts in EBP	<p>From our data, we do not know the theory of intervention, the experience of the clinician, or the preferences of the client.</p> <p>(Kaderavek & Justice, 2010) (Nelson 2010)</p>

Intervention -Recommendation

- **In class intervention for high school students**
 - Deconstruct and reconstruct classroom discourse
 - Teach strategies to increase independence
 - Encouraging self-ownership of IEP goals, transition plan, targets for intervention and progress

(Jones 2005)

Intervention-Recommendation

Consider:	How this would look in the classroom:
Language demands of the classroom	<ul style="list-style-type: none">● Complexity of the discourse in the classroom (Is it too complex for our student to follow and comprehend?)● Lack of opportunity to verbalize (verbalize to internalize)
The Common Core State Stanards (Nippold, 2014) (Scarborough, 2001)	<ul style="list-style-type: none">● Read and understand grade level text to obtain background knowledge● If struggling with vocabulary or syntax, the comprehension will suffer (too much cognitive resources are allocated to decoding and none is available for comprehension)

Intervention-Recommendation Cont.

Consider:	How this would look in the classroom:
Language learning development	<ul style="list-style-type: none">● Understanding the sequence of language development can guide intervention.● Syntax continues to develop
Situations in which speakers and writers use complex syntax (Nippold, 2012)	<ul style="list-style-type: none">● Deconstruct and reconstruct complex language.● Speakers of all ages are likely to produce long and complex sentences when they are talking about complicated topics that they understand well.● Complex sentences are used more when expressing complex thought

Role of the SLP

Role of SLP at WHS	Role of SLP from Research	How we see Role of SLP
<ul style="list-style-type: none">● Educate student on targets from IEP● Increase self-confidence and self-advocacy in classroom● Help classroom teacher modify text and discourse to make it more salient● Reading specialist<ul style="list-style-type: none">○ strategic literacy <p>(Paul, 2012)</p>	<ul style="list-style-type: none">● Elaborating vocabulary● Increase understanding and use of figurative language, verbal reasoning and complex syntax● In oral and written formats● Increase comprehension/production of genres relevant to this stage of development	<ul style="list-style-type: none">● Collaboration with classroom teachers, reading specialists, parents and student● Teach strategies that can help Clark establish independence● Help student create and implement transition plan● Service delivery model should not be solely pull-out

SLP's View:	Teacher's View:	Our View from the data and research:
<ul style="list-style-type: none">● Involved in IEP, uses common core standards● Pull-out during study hall and provide scaffolding with any assignments.● Inform teachers of accommodations	<ul style="list-style-type: none">● Not involved in choosing IEP goals or targets● Only classroom accommodations are extra time to complete assessments● Scan's assignments to SLP	<ul style="list-style-type: none">● Collaboration with child, family, teachers● Individualized IEP● Variety of service delivery models● Evidence based practice

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