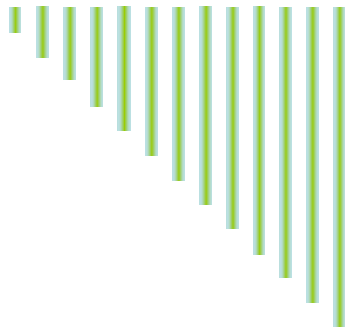


Oral Expression & Listening Comprehension as Areas of SLD

Candy Myers, Principal Consultant, CDE
Cindy Millikin, Supervisor, SLP Consultant, CDE





Specific Learning Disability

Specific Learning Disability

The following eligibility criteria must be met:

- ❑ The child **does not achieve adequately** for the child's age or to meet State-approved grade-level standards ...when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards...

and

- ❑ The child **does not make sufficient progress** to meet age or state approved grade-level standards ... when using a process based on the child's response to scientific, research-based intervention.

As determined by a **body of evidence** demonstrating...

- Academic skill deficit(s); and
- Insufficient progress in response to scientific, research-based intervention

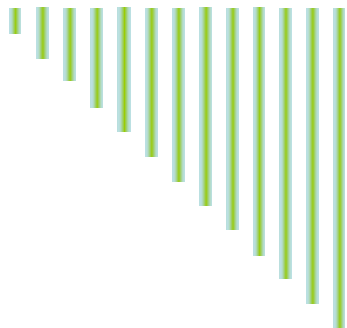
The SLD eligibility criteria must be met in one or more of the following areas...

- Oral expression
- Listening comprehension
- Basic reading skills
- Reading fluency
- Reading comprehension
- Written language
- Basic mathematical skills
- Mathematical reasoning



Not new to federal law*, but added in Colorado ECEA Rules (2008) to align with federal law (IDEA '04)

* Specified in federal law as “areas” of SLD since 1975



Speech or Language Impairment (SLI)

Speech or Language Impairment

“A child with a speech or language impairment shall have a communicative disorder which prevents the child from receiving reasonable educational benefit from regular education.”

Colorado ECEA Rules [section 2.08(7)]

Criteria for a speech or language impairment ... shall include:

- Interference with oral and/or written communication in academic and social interactions in his/her primary language.
- Demonstration of undesirable or inappropriate behavior as a result of limited communication skills.
- The inability to communicate without the use of assistive, augmentative/alternative communication devices or systems.

Speech or Language Impairment

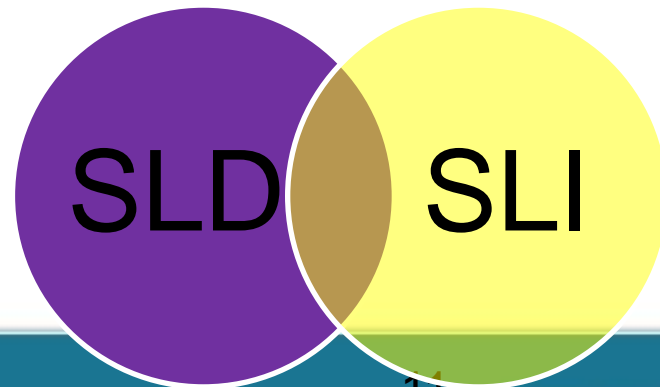
- Speech or Language Impairment
 - **Deficit disability**
 - Determined by an assessment process that compares a child's performance to a representative normative sample of children of the same age and demographic characteristics
 - Performance is significantly discrepant from age-related peers – language impaired



Overlap of SLD & SLI

Areas of Significant Overlap Between SLD and SLI

- Oral Expression / Expressive Language
- Listening Comprehension / Receptive Language
- Pre-Literacy/Early Literacy Skills



The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

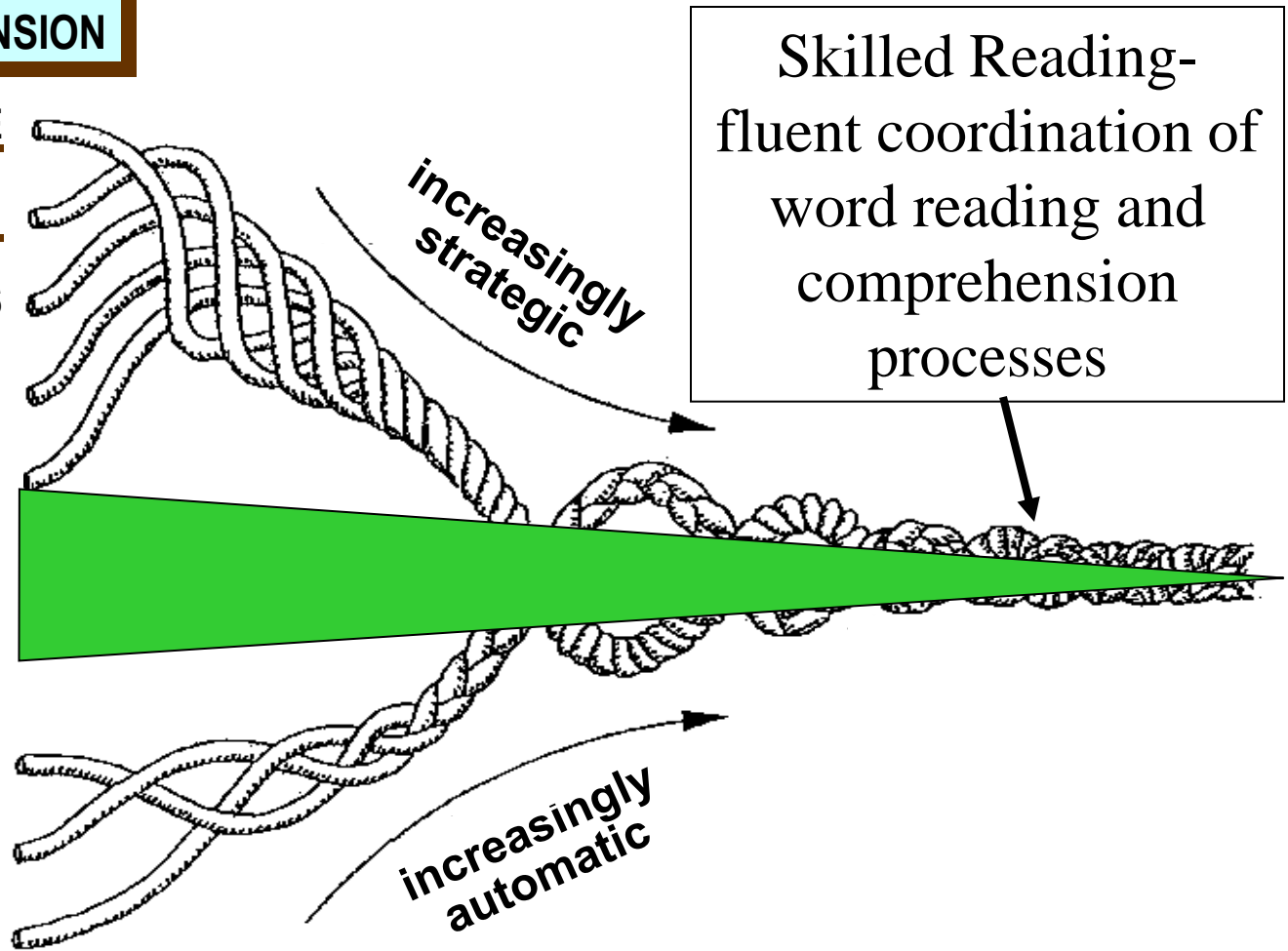
LITERACY KNOWLEDGE

WORD RECOGNITION

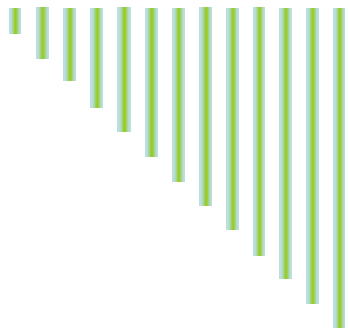
PHON. AWARENESS

DECODING (and SPELLING)

SIGHT RECOGNITION



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.



Oral Expression

What is Oral Expression?



Oral expression is the ability to convey wants, needs, thoughts, and ideas meaningfully using appropriate syntactic, pragmatic, semantic, and phonological language structures.



Oral expression should **NOT** be confused with reading aloud or reading fluently.

Examples of Oral Expression in the Classroom

Students are asked to...

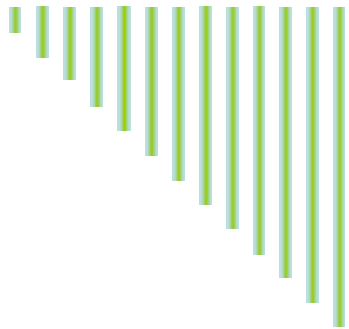
- share stories or retell and answer questions over stories read to them to demonstrate comprehension
- predict or make inferences
- express their opinions
- tell what story is about (main idea) in sequence (beginning, middle, end)
- Summarize what they've read
- Question as they read
- Clarify as they read
- Revisit predictions as they read

Oral Language: Importance to Learning

- Oral language provides the foundation for literacy development which leads to success in reading and writing.
- Both comprehension and expression are essential to academic achievement in all content areas.
- Communication skills are critical for overall success in school.

Oral Language: Language Acquisition for L1 and L2

- Developmental sequence – for both first and second language acquisition
- As knowledge and experiential base expands, language becomes more cognitively and academically complex; decontextualized
- Acquisition influenced by: culture, environment, experience, exposure, instruction, and active communication



Listening Comprehension

Listening Comprehension...

“Listening comprehension refers to the understanding of the implications and explicit meanings of words and sentences of spoken language.”

CDE Guidelines for Identifying Students with Specific Learning Disabilities 2008

Listening Comprehension Skills

- Comprehension – understanding semantics, grammar, syntax and pragmatic considerations
- Making connections to prior learning
- Listening comprehension precedes reading comprehension

Language Components of both Oral Expression and Listening Comprehension:

Syntax – word order; sentence structure

Grammar – the rules of language

Morphology – the smallest units of meaning in words

Pragmatics/social language – making language choices based on social contexts; speaking/writing for specific audiences

Semantics – knowledge of vocabulary; meaning-based language

Phonology – understanding the sound rules of our language and use of sounds to encode the meaning of language

Metalinguistics – the conscious consideration of language through use of language; meta-skills are CRUCIAL to reading

Impact of Language Impairments

- Two areas of SLD specific to language, itself – although a language impairment will impact all areas of literacy
 - Oral Expression
 - Listening Comprehension
- Other areas of SLD will also be impacted by a language impairment
 - Reading – basic reading skills, reading comprehension, written language, and to some extent, reading fluency
 - Written language

Interventions

- Any interventions for oral expression or listening comprehension should be anchored in curriculum
- Measures of improvement should be linked to academic progress monitoring

Language and Literacy

Speech/Language Areas

- Semantics/Vocabulary
- Syntax
- Morphology
- Pragmatics
- Grammar
- Phonology/Articulation
- Metalinguistics
- Fluency
- Voice

Literacy Areas

- Semantics
- Syntax
- Morphology
- Pragmatics
- Orthographic
- Graphophonemic
- Graphemic
- Text Type, Genre, and Text Structure

Kucer, S.B. (2005). Dimensions of literacy: A conceptual base for teaching reading and writing in school settings. Mahwah, NJ: Lawrence Erlbaum Associates.

Pre-Literacy/Early Literacy Skills

Phonological Awareness

Phonemic Awareness

Rhyming

Print Awareness

Letter Recognition

Letter-Sound Fluency

Vocabulary



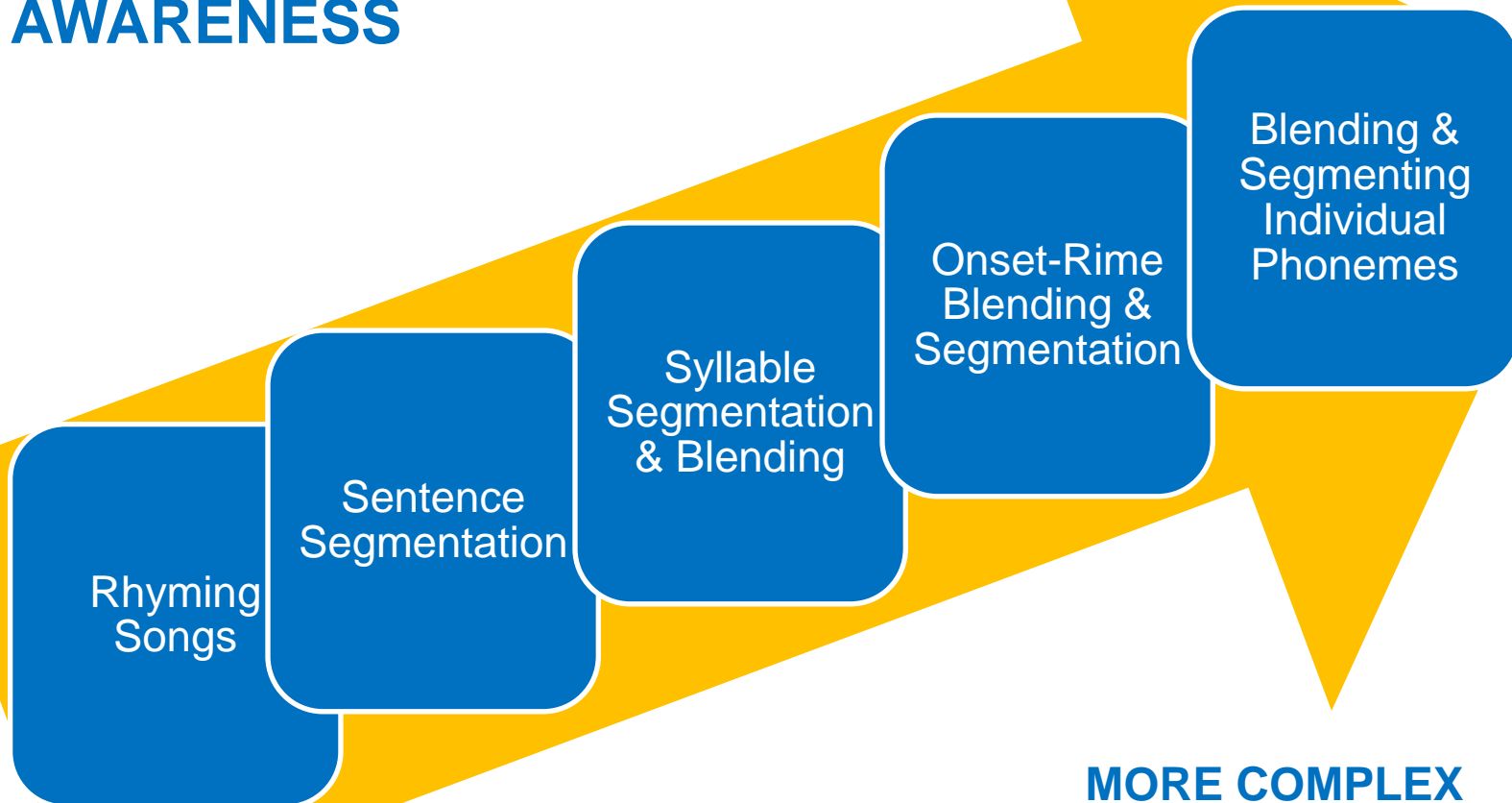
Difference between Phonological Awareness, Phonemic Awareness, and Phonics

Phonological awareness refers generally to the awareness of words, syllables or phonemes (individual speech sounds).

Phonemic awareness refers only to the awareness of individual sounds in words.

Phonics – relationship of letters to sounds; if you need to have the lights on , it's a phonics task

PHONOLOGICAL AWARENESS



**LESS COMPLEX
ACTIVITIES**

**MORE COMPLEX
ACTIVITIES**

Phonemic Awareness

- Phoneme isolation: e.g., “Tell me the first sound in car.” versus “Tell me the first letter in the word, car.”
- Phoneme identification: e.g., “Tell me the sound that is the same in bee, ball, bell.”
- Phoneme categorization – recognizing the word with the odd sound: “Which word does not belong? fall, fun, bug

Phonemic Awareness, cont.

- Phoneme blending – listening to separately spoken sounds and combining them to form a recognizable word: “What word is /d/ /i/ /g/ ?”
- Phoneme segmentation – breaking words into sounds by tapping out or using markers to count the sounds while pronouncing. “How many phonemes in top?”
- Phoneme deletion – recognizing what word remains when a phoneme is removed. “What is left when you take /s/ away from smile?”

- adapted from Ehri et al., 2001

Interventions:

Pre-Reading/Early Reading Skills

- Rhyming: Have fun with nursery rhymes, silly poems, books with rhymes. Have children generate rhyming words: fat -- cat sat, bat. Have children identify/sort pictures of words that rhyme.
- Strengthen phonemic awareness skills: tap out words in a sentence given them; tap out number of parts (syllables) heard in 1-3 syllable words; game-like activities to identify initial sounds
- Letter Identification: learn to recognize letters in own name; letter games
- Letter-Sound Matching: quick, fun activities to strengthen knowledge of “letter name” versus “letter sound” (“b” vs. /b/)

General Considerations When Selecting Interventions:

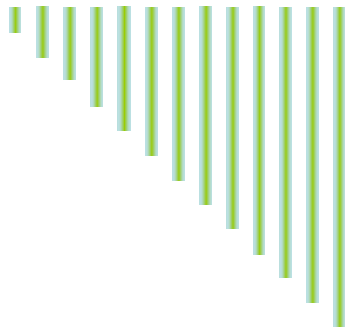
- Research/evidence-based
- Targeted to student needs
- Sensitive to cultural differences **ELL**
- Level of acculturation and stage of English language acquisition **ELL**

Narrative Skills

- Sequencing activities such as arranging picture cards to illustrate a story and then providing the language of the story
- Re-tell
- Summarize
- Create narratives with explicit scaffolding provided if needed for beginning, middle, and end
- Learn the language and vocabulary of story grammars

Teacher Read Aloud

- Students listen to aural content and learn to extract the important information. (listening comprehension)
- Students learn to visualize the information & can describe/draw what they heard (listening comprehension)
- Effective teacher implementation of read alouds:
 - Pre-teach vocabulary (comprehension and expression)
 - Have students draw, write, or respond orally to what is being read (comprehension and expression)
 - Ask questions about the content being read (comprehension and expression)
 - Make connections to prior knowledge and experience (e.g., picture walk) (comprehension and expression)



SLD & SLI: Considerations in Determining Primary Disability

When determining primary disability (SLD or SLI), the team might consider...

- Has the student received appropriate intervention to improve oral expression or listening comprehension? What does the progress monitoring data show?
- Which areas of academic performance are being most impacted by language difficulties?
- Has the student received appropriate intervention to improve any academic skill deficit? What does the progress monitoring data show?

When determining primary disability (SLD or SLI), the team might consider...

- What prescriptive/diagnostic speech-language or academic assessments were conducted and what were the results?
- What is the severity and nature of needs?
- Is the concern about access or the need for alternative instruction?
- Is intensive specialized instruction in one or more specific academic skill areas needed?

Final Determination...

Which disability category is the strongest match with the student's greatest areas of need?

The final determination of primary disability is made by the multidisciplinary eligibility team and is based on the body of evidence.

Even if the primary disability is determined to be SLD....

A child with a disability, as defined in Section 2.08 of these Rules <any disability>, shall be entitled to receive speech-language pathology services as specially designed instruction if the child's IEP Team determines that the child needs speech-language pathology services in order to receive a free appropriate public education.

[ECEA Rules section 2.43 (1) (b) (i) (F)]

Websites

- www.asha.org (American Speech Language Hearing Association)
- www.ec1publications.com/ (language development materials)
- www.interventioncentral.org
- www.interactivereadalouds.com
- www.thegraycenter.org (social stories)
- <http://www.nclld.org/> (National Center for Learning Disabilities)

Colorado Department of Education

<http://www.cde.state.co.us/>

- *Guidelines for Identifying Students with Specific Learning Disabilities* (CDE 2008) & other SLD resources
<http://www.cde.state.co.us/cdesped/SD-SLD.asp>
- Speech-Language resources
<http://www.cde.state.co.us/cdesped/SD-SLI.asp>
- Response to Intervention (RtI): A Practitioner's Guide to Implementation (CDE 2008) & other RtI resources
<http://www.cde.state.co.us/RtI/>
- Language, Culture and Equity Unit , CDE (formerly ELA)
http://www.cde.state.co.us/cde_english/index.htm