

Embedding Exposure to Literacy Intervention Within the SLP Clinical Training Program

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SPEECH LANGUAGE HEARING CLINIC



SLPs Have A Long-standing Role In Literacy Intervention

- ❑ Assessment and intervention with adult rehabilitation clients (reading comprehension and written language)
 - ❑ Collaborating with special-educators to enhance language within literacy activities
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SLPs Have A Long-standing Role In Literacy Intervention

- ❑ Partnering with teachers to generate integrated IEP goals
 - ❑ Dyslexia defined as a language based disorder
 - ❑ Develop sound awareness skills in articulation/phonology clients
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Profession Recognizes SLP's Role in Literacy Intervention

- Pat Lindamood
 - Laura Justice
 - Nikola Nelson
 - Barbra Ehren
 - Alan Kamhi
 - Nancy Creaghead
 - Judy Montgomery
 - Ken Apel
 - Melanie Schuele
 - Julie Masterson
 - Linda Lombardino
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Core Beliefs Supporting Literacy Intervention Training

- The “language” in speech-language pathology does not refer exclusively to oral language but to language as it is used when children (and adults) utilize the skills of listening-speaking-reading-writing.
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Core Beliefs Supporting Literacy Intervention Training

- Our clients must operate within a literate world that expects them to utilize not only oral language skills but also reading and writing skills.
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Core Beliefs Supporting Literacy Intervention Training

- Literacy is the “naturalized context” into which a client’s receptive and expressive language skills must be generalized in order for them to succeed academically, socially and vocationally.
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Core Beliefs Supporting Literacy Intervention Training

- National academic content standards require students to understand oral and written material. They are expected to speak and write about what they have heard, seen and read. These language tasks are interdependent and student success relies upon competent language skills within all of these domains.
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Core Beliefs Supporting Literacy Intervention Training

- SLPs are uniquely and ideally prepared, both academically and clinically, to understand, evaluate and address literacy skills, as ASHA has stated. Their training positions them to serve as a member of a team that selects and interprets assessments, formulates intervention plans and provides systematic, explicit and intensive treatment recommended by the National Reading Panel.
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Response To Core Beliefs At OSU:

- Courses in clinical methodology include review of SLP's role in literacy intervention beginning in the first quarter of the graduate program. These courses provide an introduction to a variety of programs such as Lindamood-Bell/LiPs, Seeing Stars and Phono-Graphix.
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Response To Core Beliefs At OSU:

- Required academic courses in the area of Articulation/Phonology, Language Development, Language Assessment, and Language Intervention include instruction regarding the various roles SLPs may fulfill within literacy instruction in school or pediatric settings.
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Response To Core Beliefs At OSU:

- Graduate clinicians may specialize in school-based SLP services, which results in further course work addressing more specific programs and concepts such as RTI and leadership in literacy intervention.
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Response To Core Beliefs At OSU:

- A graduate clinician is able to choose more extensive preparation through enrollment in two reading courses offered by the College of Education. Funding is available as added incentive to complete this coursework.
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Response To Core Beliefs At OSU:

- Initial clinical assignments completed by graduate students at The OSU-SLHC include clients identified with reading and writing disorders in addition to the more traditional language and/or articulation/phonology disorders.
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Response To Core Beliefs At OSU:

- All clients in the 4 to 6 year old age range are screened or assessed in the areas of emergent literacy skills regardless of the identified disorder.
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Response To Core Beliefs At OSU:

- Graduate clinicians are expected to utilize age-appropriate literacy based activities (reading/writing) with all clients, whether the primary disorder is articulation/phonology, fluency, voice or language.
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Response To Core Beliefs At OSU:

- 95 to 100% of OSU graduate clinicians are educated in the use of an assessment battery designed to diagnose disorders of reading, writing and spelling.
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Response To Core Beliefs At OSU:

- Treatment plans are developed utilizing results of clinical and school-based assessments such as DRA, STAR and OAT as well as quarterly progress reports or grade cards.
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Response To Core Beliefs At OSU:

- Graduate clinicians are expected to access ODE's Academic Content Standards in order to be familiar with the concepts and skills for which the client is responsible within the classroom setting.
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Response To Core Beliefs At OSU:

- Specialized literacy-based clinical experiences are available in addition to student teaching. These may include school placements that involve participation in RTI programs.
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Response To Core Beliefs At OSU:

- Student teaching has been redesigned to encourage more graduate clinicians to complete school-based experiences.
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Response To Core Beliefs At OSU:

- Clinical placements during the summer may include increased service delivery to clients requiring more intensive literacy instruction.
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OSU Response Is Motivated By :

- ❑ Societal concerns and political initiatives
 - ❑ Results of E.B.P. and documented need for explicit, systematic and intensive interventions...well suited to SLP's clinical training
 - ❑ Desire to more adequately meet ASHA Roles and Responsibilities within the training program
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OSU Response Is Motivated By :

- Parents whose children progressed through oral language treatment reported persistent literacy difficulties specific to reading and writing skills. Parents asked the question **“What can be done to help my child read and write better?”**
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OSU Response Is Motivated By :

- What may be the primary reason for SLP's resistance toward involvement in literacy intervention, which is.....

lack of training!

OSU Program Serves To:

- ❑ Provide specific knowledge and skills so that graduate clinicians can function as a literacy intervention team member
 - ❑ Give graduate clinicians practice in dialoguing with education personnel about reading
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OSU Program Serves To:

- ❑ Provide an alternative to the Reading Endorsement which is not available to SLPs
 - ❑ Establish a breadth and depth of knowledge and skills in language and literacy that graduate clinicians can draw upon in fulfilling roles within RTI models
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OSU Program Serves To:

- Establish the expectation among graduate clinicians that.....

reading is everyone's business!
