

Innovators, Team Members, and Leaders: The Critical Contributions of SLPs in Early Childhood MTSS

ASHA, 2018

The
NURTURE ME
= Alliance =

A NETWORK OF UNIVERSITY
RESEARCHERS TEAMING TOGETHER
TO UNPACK, UNDERSTAND, AND
RESPOND TO EDUCATIONAL ISSUES
IN EARLY INTERVENTION FOCUSING
ON MULTI-TIERED SYSTEMS OF
SUPPORT AND EDUCATIONAL
EQUITY

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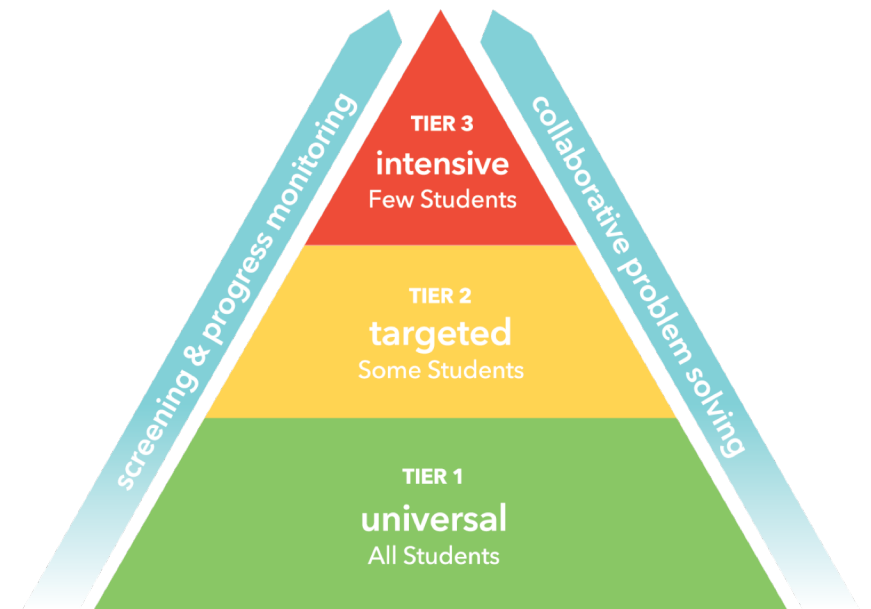
Our topics today

- Reconceptualizing MTSS
- Students and SLPs
- Assessment and Intervention
- Discussion



Multi-Tiered System of Supports MTSS

- Model of preventative and differentiated instruction that ensures the needs of all learners are effectively addressed.
- Offers a compelling framework for matching students with the requisite instruction needed to succeed in school and to reduce special education referrals.
- It's essential elements are...
 - Tiered instruction and intervention
 - Screening and progress monitoring
 - Collaborative problem-solving and data-based decisions



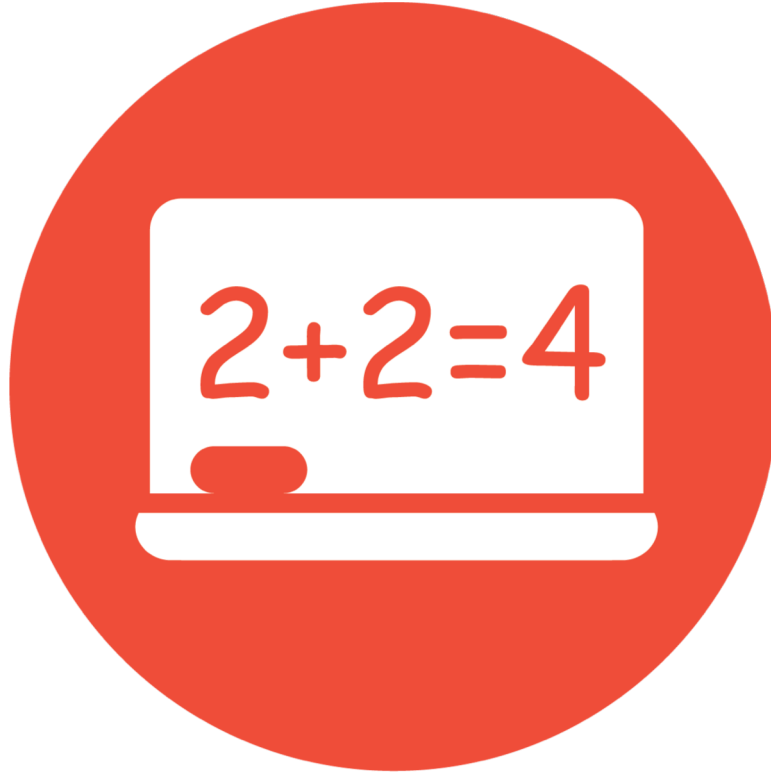
Obstacles (MTSS)

- The paradigm is still shifting in early childhood education.
 - Equality vs. Equity
- Lack of integration of behavior and academic domains.
 - Literacy vs. Behavior
- Language and math are often missing or inadequately addressed.

(Barnett et al., 2018)



There's not enough time or resources to have an additional system for language, a system for math and a system for science.

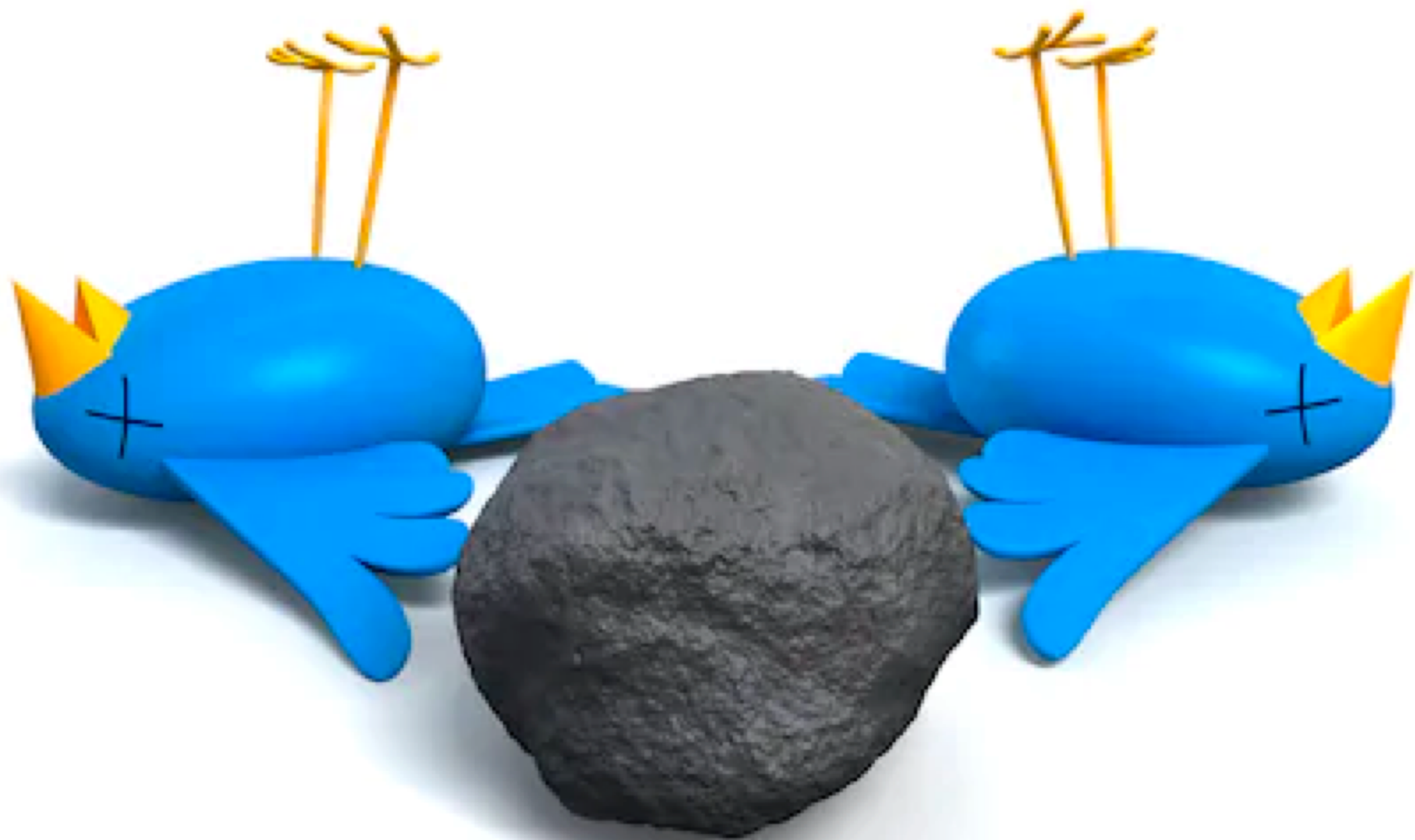




Obstacles

(ASHA, 2010, 2016)

- Although “Working with reading, writing, and curriculum” was identified as one of the five areas in which SLPs practice, only 33% of SLPs report that they regularly serve students in these areas.
- On average, SLPs spend less than one hour a week on MTSS/RTI activities, consisting mostly of screening, consultation, and offering suggestions to teachers.
- Many students with preventable disabilities end up on SLPs’ caseloads (35% of caseload students have mild impairments).



Reconceptualizing MTSS as an Integrated Model – Goals & Hopes

- Enhance academic and social outcomes for all children.
- Help teaching be more intentional, efficient, and effective.
- Promote collaboration among professionals.
- Alleviate some of the burdens on teachers and SLPs.



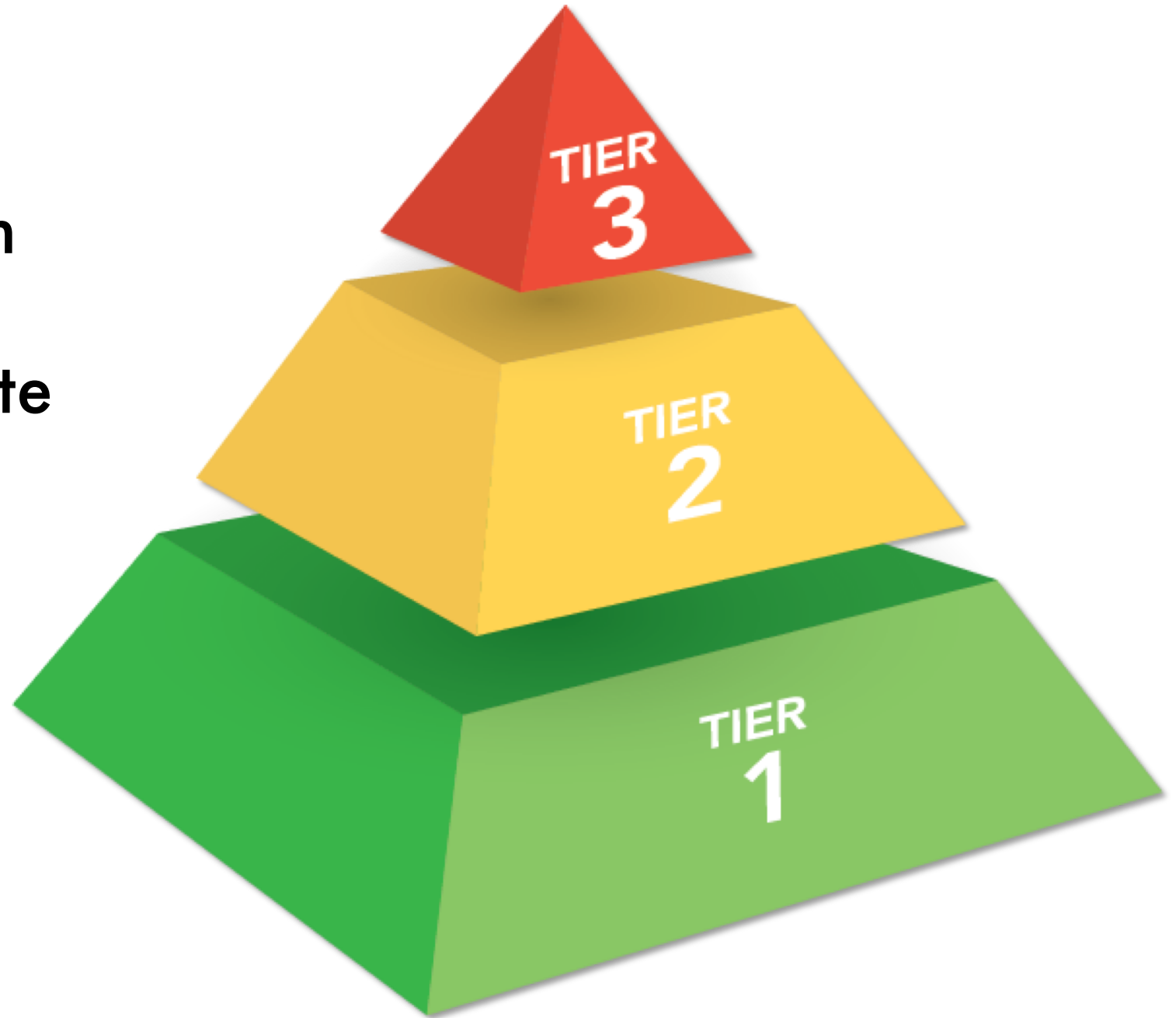
What does an **INTEGRATED MTSS** look like?



Single system

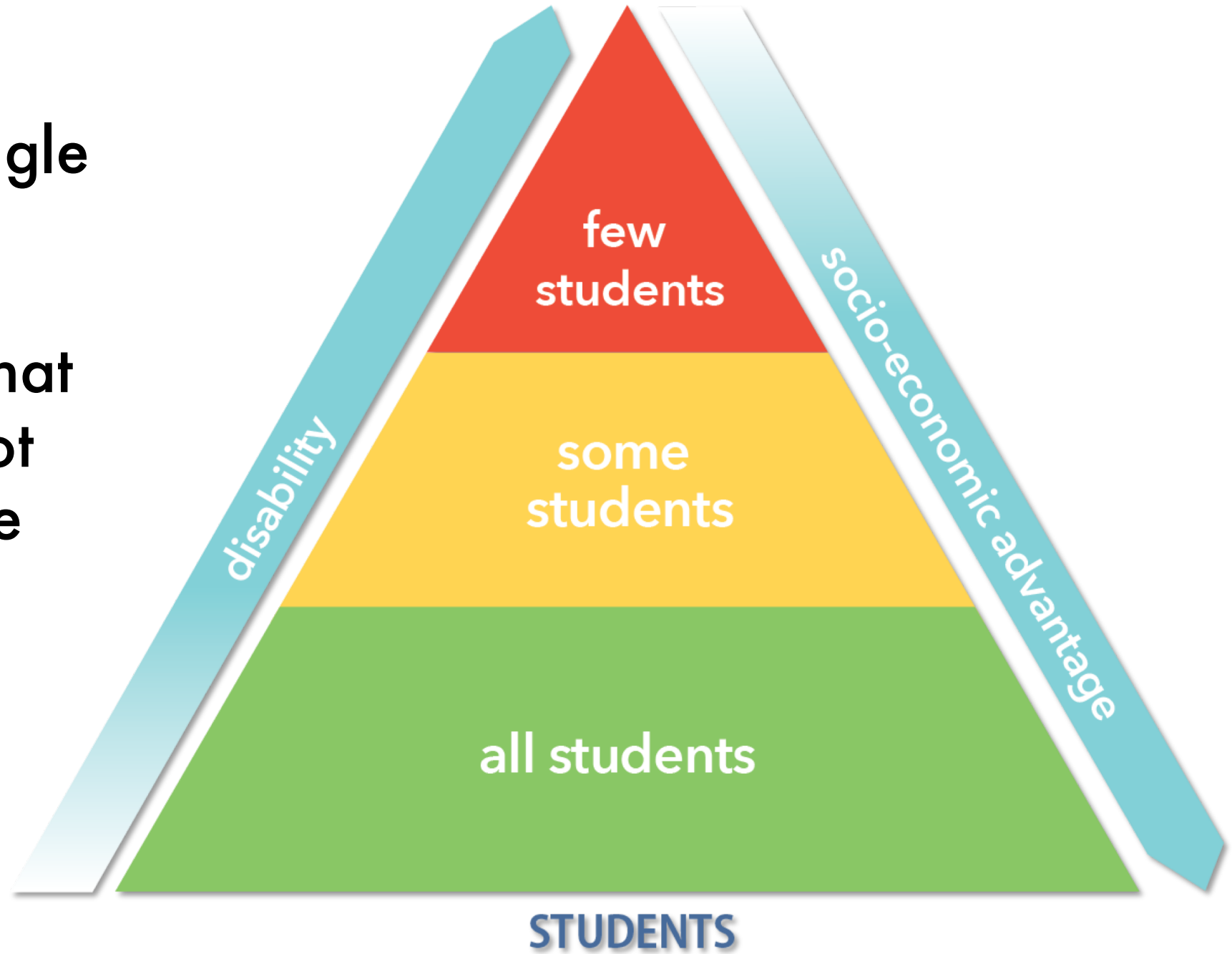
Single leadership team

Initiatives can't compete

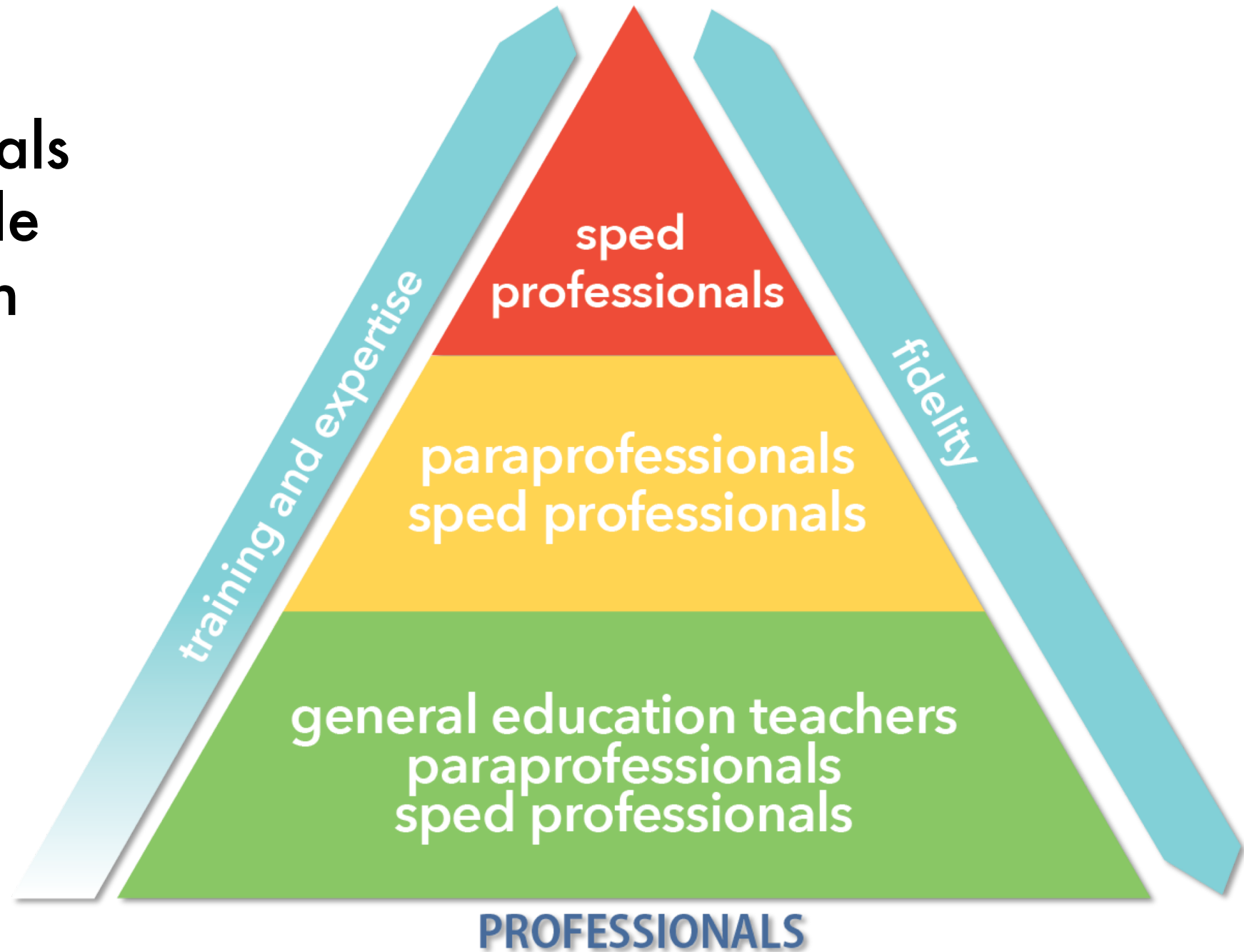


All children are
served by this single
system

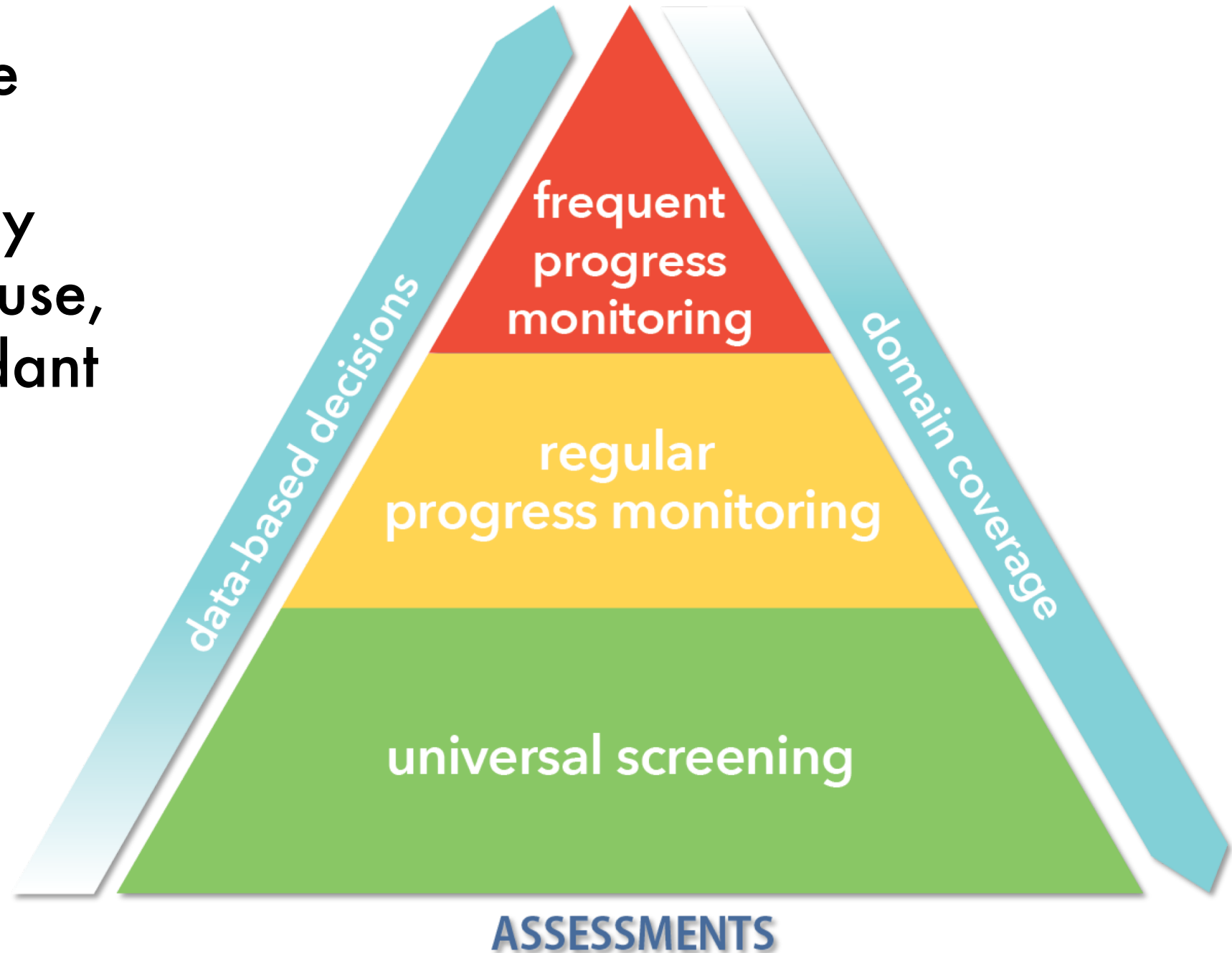
Everyone gets what
they need, but not
everyone gets the
same thing



All professionals
are responsible
for all children

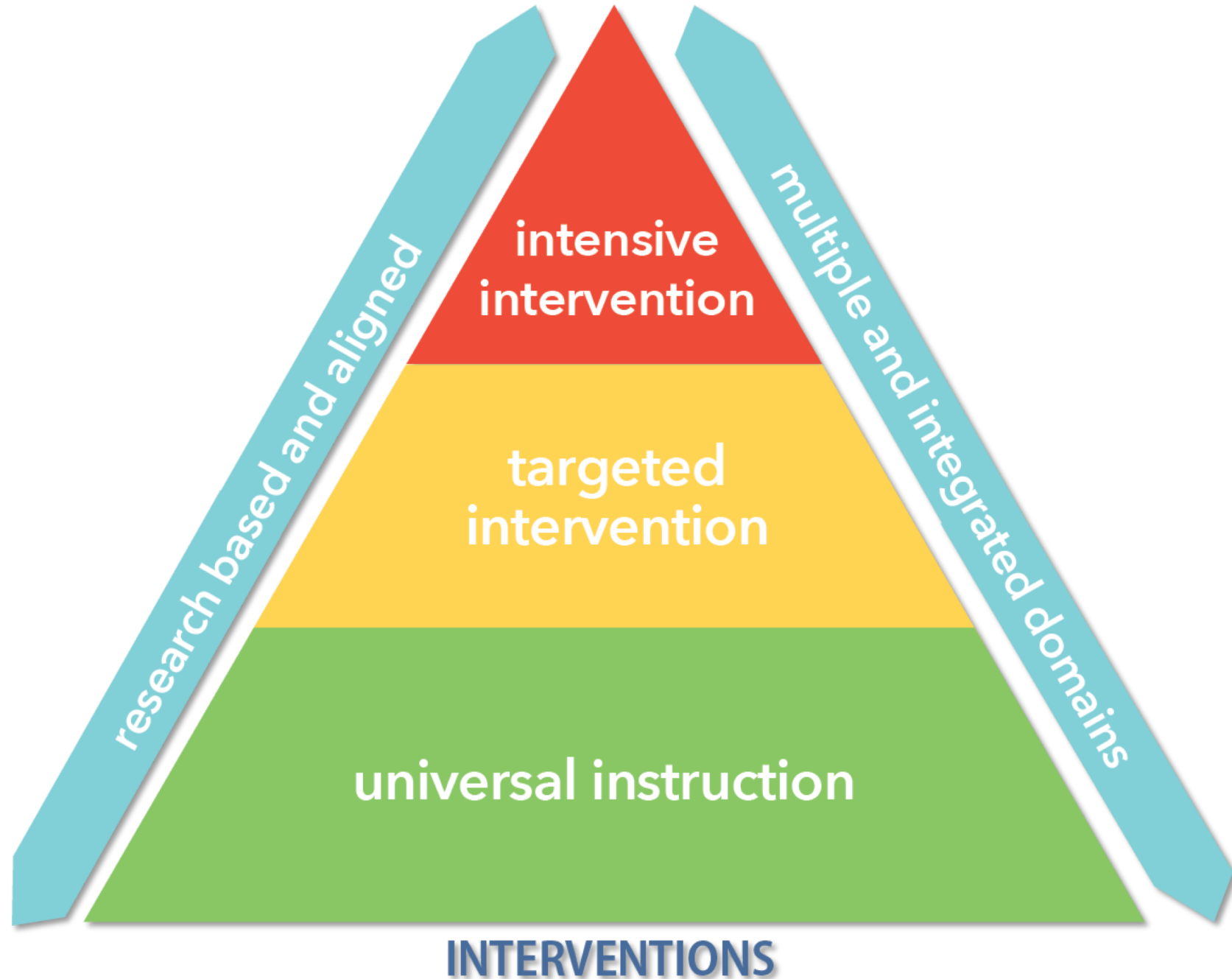


Assessments are
essential, brief,
psychometrically
sound, easy to use,
and non-redundant



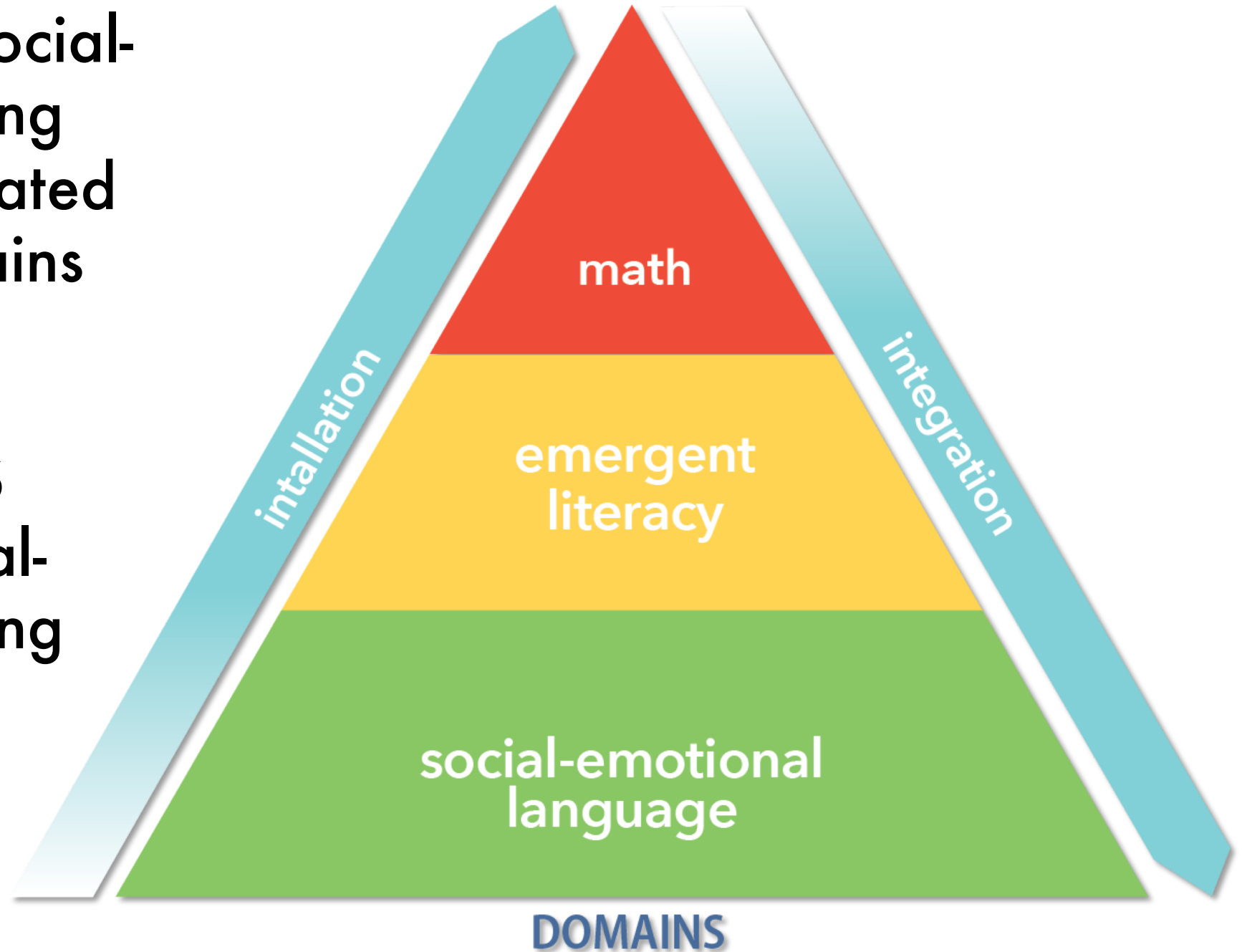
Interventions are research based, multi-tiered (with alignment), and address multiple domains at the same time

- Early
- Preventative
- Intensive
- Pivotal

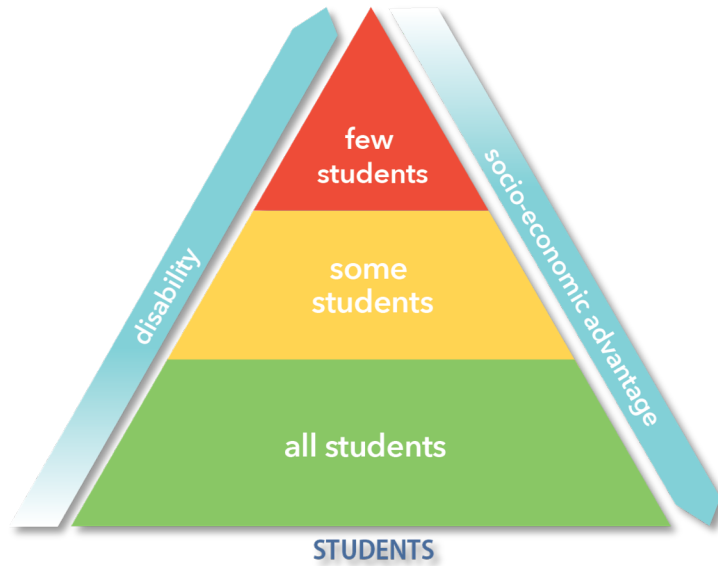


Language and social-emotional learning cannot be separated from other domains

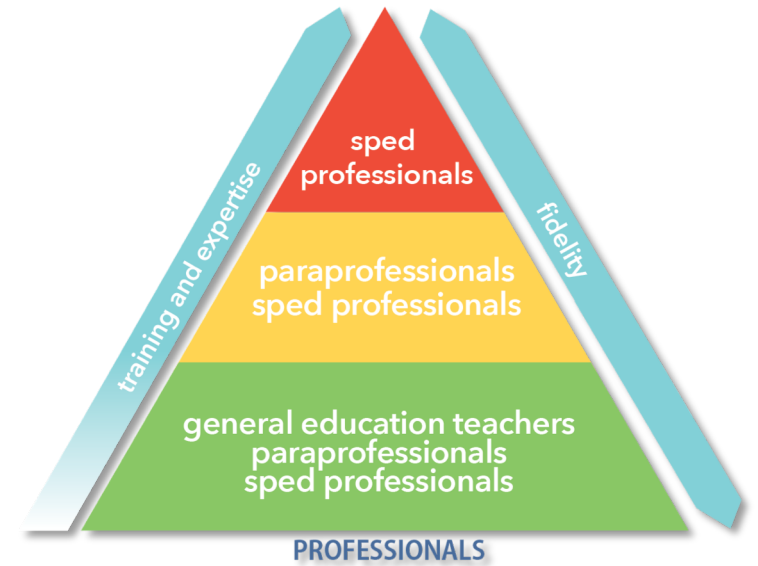
Installation of integrated MTSS begins with social-emotional learning and language



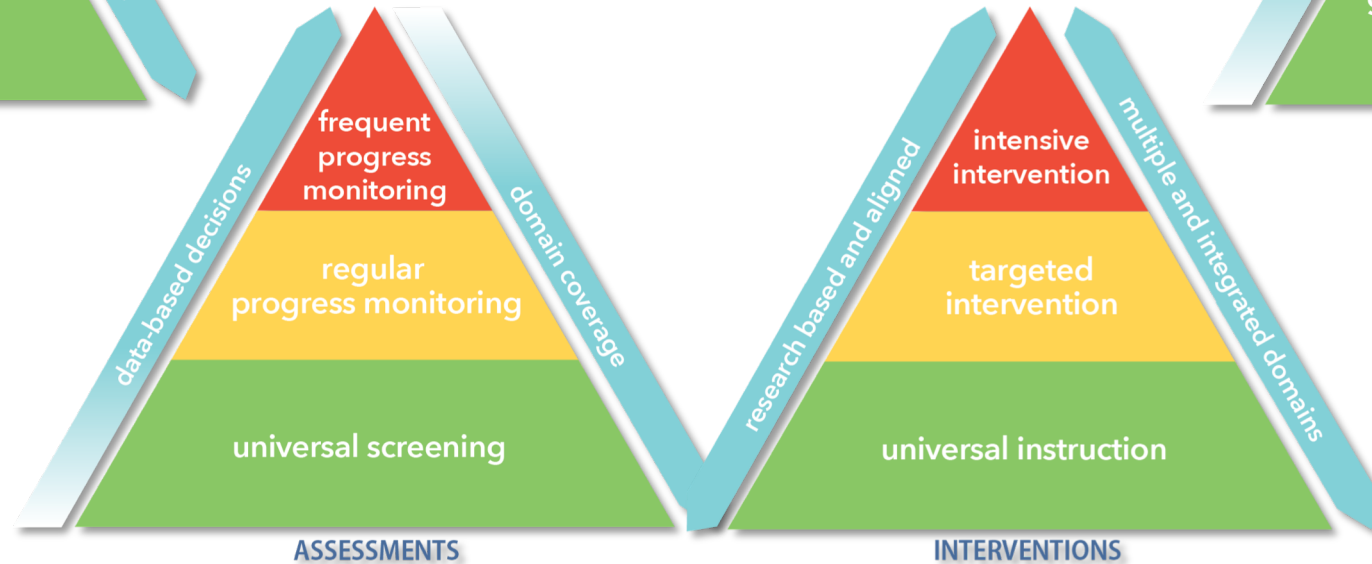
Lillian



Beth



Alisha

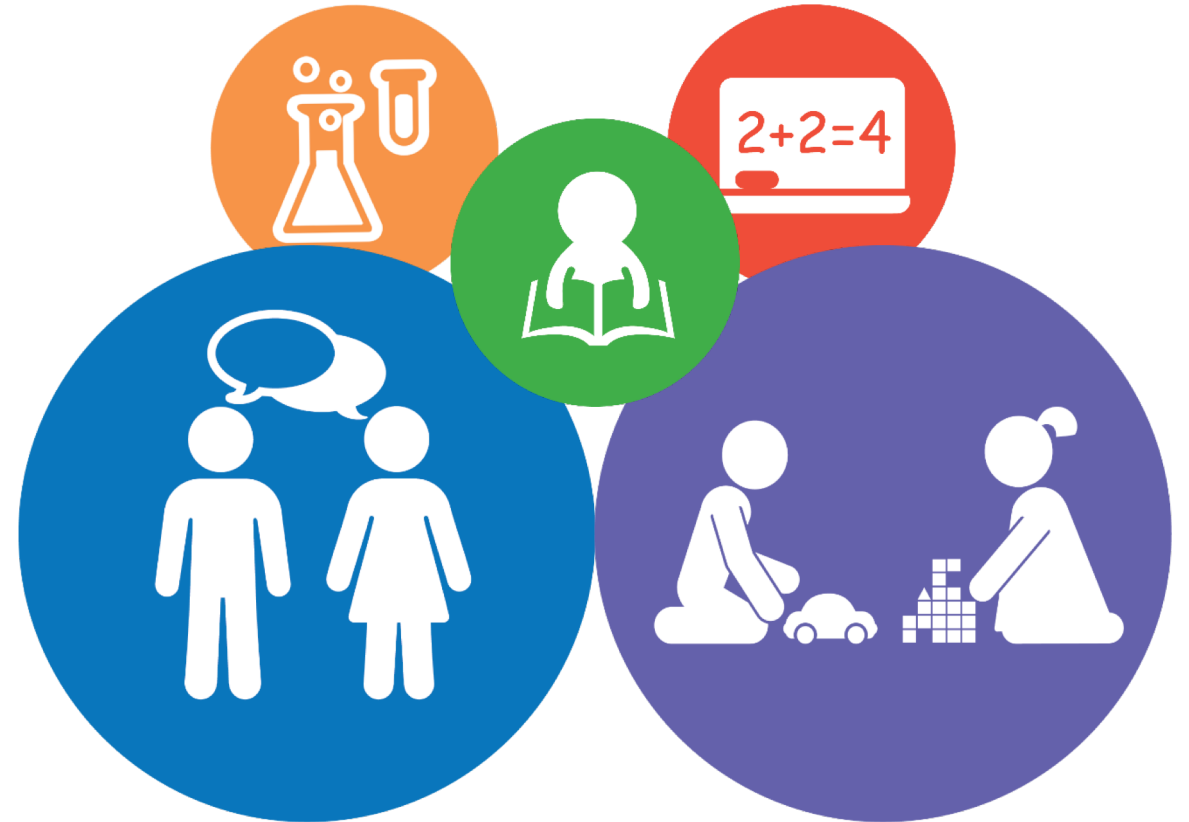


A diverse student population & SLPs

- There is increasing diversity in the student population in the US and an increasing need to focus on language development to improve academic success.
- Young dual language learners are one of the fastest growing populations in the U.S. (U.S. Census Bureau, 2010) and their educational outcomes are some of the lowest in the US.
- There are also rapidly increasing rates of child poverty in the U.S. (Children's Defense Fund, 2017).
- Both of these populations benefit from systematic language support.

One reason many children end up on an SLP's caseload is that all children do not receive adequate language instruction.

Language and social-emotional skills are foundational to all other skills!



Language Promotion of All Students

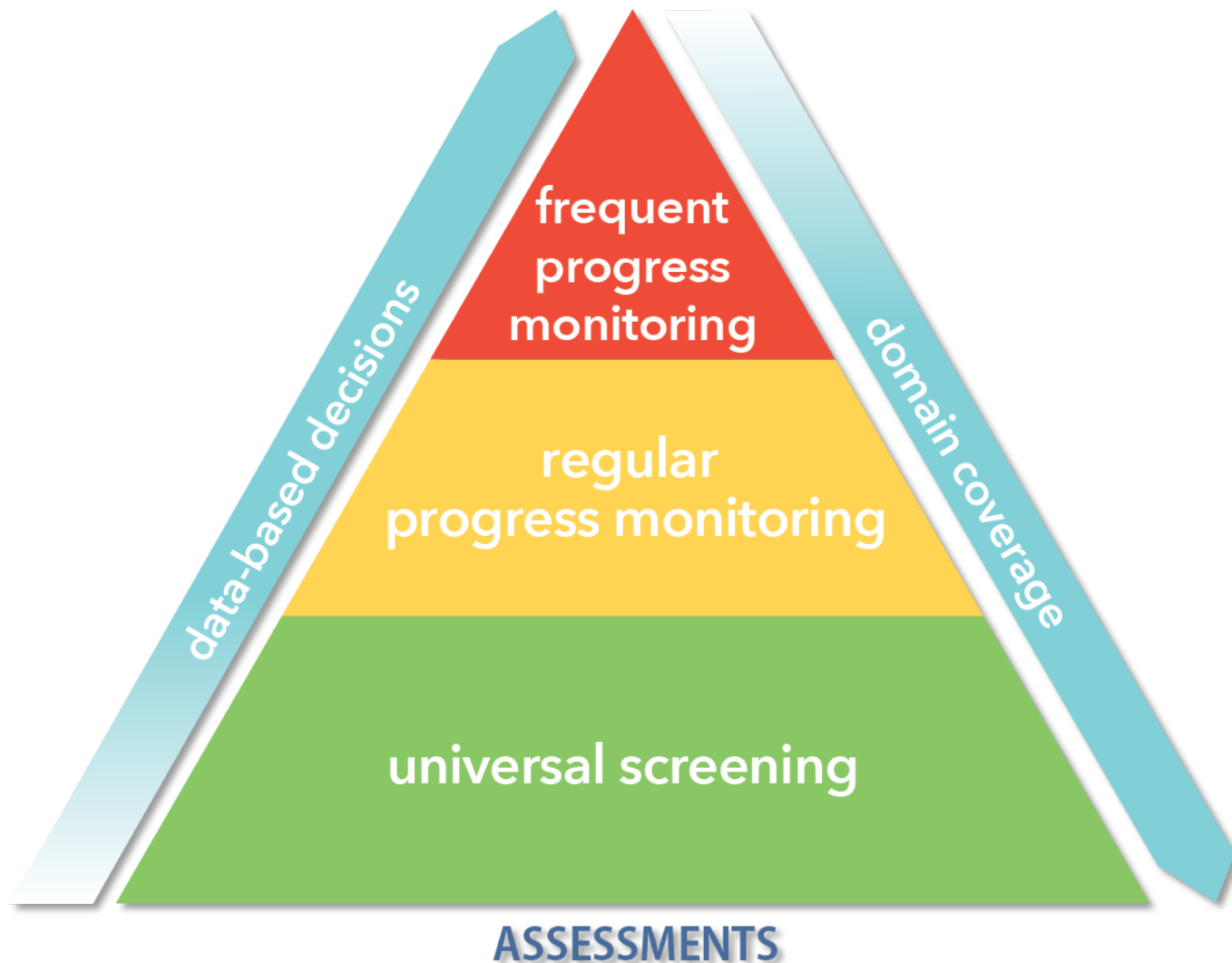
- The language scaffolding by teachers in classrooms has been found to be low nationally across PreK and the elementary grades when language is the most sensitive to intervention (Mashburn, et al., 2008; Pianta, LaParo, & Hamre, 2008).
- SLPs could be involved in improving language learning environments for all students by providing professional development to teachers and others in the school through professional learning communities.

Embedded service delivery models

- One way to improve the sharing of information and resources is if SLPs would increase their delivery of services in general education classrooms.
- Teachers would benefit from language intervention strategies being modeled and they would then be more likely to incorporate new strategies into their teaching routines and interactions.
- This would allow SLPs to have more involvement in MTSS to improve the general quality of Tier 1 environments, in addition to their more traditional role of working with children with more intensive language learning needs.

Assessment and Intervention

- Critical to MTSS are the assessments used to inform intervention and instruction and the selection of evidence-based intervention.
- To have utility in real-time practice by SLPs, assessments must be:
 - Easy to use
 - Efficient
 - Empirically related to long-term outcomes
 - Indicators of general, but malleable domain-specific skills
 - Sensitive to growth over brief periods of time
 - Clearly connected to instructional practices



In the context of MTSS, assessment data should be used to drive instructional decisions as a tool to evaluate if an intervention is working or needs adjustment.

SLPs therefore need a repertoire of tools that go beyond diagnostic measures and can be used to inform intervention effectiveness.

Nombre/ID: _____ Archivo: _____ Examinador/a: _____ Fecha: _____

NARRATIVOS REDACTADOS

Examinador: "Te el mismo cuento"

Ayer, Memo y

columpio, Memo

ya lo estaba us

Amablemente

hermana dijo,

Memo se subió

Examinador: "Gr Aceptables "Está bi

GRAMÁTICA DEL CUENTO

Personaje	Met
Escenario	Ju
Problema	herma / que
Emoción	
Intento	la pi
Consecuencia	herma pront
Final	Mem

PREGUN

- ¿De quién se trata este cu
- ¿Dónde estaba Memo cu
- ¿Por qué estaba enojado
- ¿Cómo se resolvió el proble
- ¿Cómo terminó el cuento
- ¿Qué va a hacer Memo la p

CUENTO PERSONAL

(Escucha el cuento animado en Row Chart)

NLM LISTENING

Preschool Progress Monitoring: STORY 1

Child/ID: _____ Audio File: _____ Examiner: _____ Date: _____

LISTENING RETELL

Examiner says, "I'm going to tell you a story. Please listen carefully. When I'm done, you are going to tell me the same story. Are you ready?" Examiner reads the story word for word at a moderate pace with normal inflection.

☐ Pictures ☐ No Pictures

Yesterday, Ana and her family were eating dinner. They were at a restaurant. They got hamburgers and fries because those were Ana's favorite foods. Ana's dad suddenly took her fries. She was mad because he ate her food. She wanted more fries. Then Ana asked her dad not to eat her fries. He said, "OK. I'm sorry. Have my fries." When he shared his fries, Ana had mounds of fries to eat.

Examiner says, "Thanks for listening. Now you tell me that story." After child appears to be done, examiner says, "Are you finished?" Prompts (up to 3x), "It's OK. Just do your best." and/or "I can't help, but you can just tell the parts you remember."

STORY GRAMMAR (SG)	2 POINTS	1 POINT	0
Character	Ana / any name	a girl / the girl	
Setting	eating at a restaurant	eating / restaurant	
Problem	dad took her fries / dad ate her food	ate stuff / was mean	
Feeling	sad / mad / angry	didn't like it / cried	
Attempt	asked her dad to not eat her food	talked to her dad / said don't do it	
Consequence	said he would share his fries / he shared his fries	dad sorry gave her more	
Ending	had lots of fries to eat	ate more	

STORY QUESTIONS (SQ)	1x
Who was this story about?	2 1
Where was Ana in the beginning of the story?	2 1
Why was Ana mad?	2 1
What did they do to fix the problem?	2 1
How did the story end?	2 1
What will Ana do the next time she gets fries with her family?	2 1

PERSONAL GENERATION (Turn on audio recorder). Examiner says, "In this story, Ana look something away from you." If the child doesn't tell a related story, Score the story using the NLM Row Chart (see

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chaqueta

maracas

Diga: _____, _____. ¿Cuál de estos dibujos empieza con /__/?

(Siempre señale cada dibujo a medida que los nombra)

BLOCK A

/cha/
Primeros Sonidos
YEAR 2 STUDIES

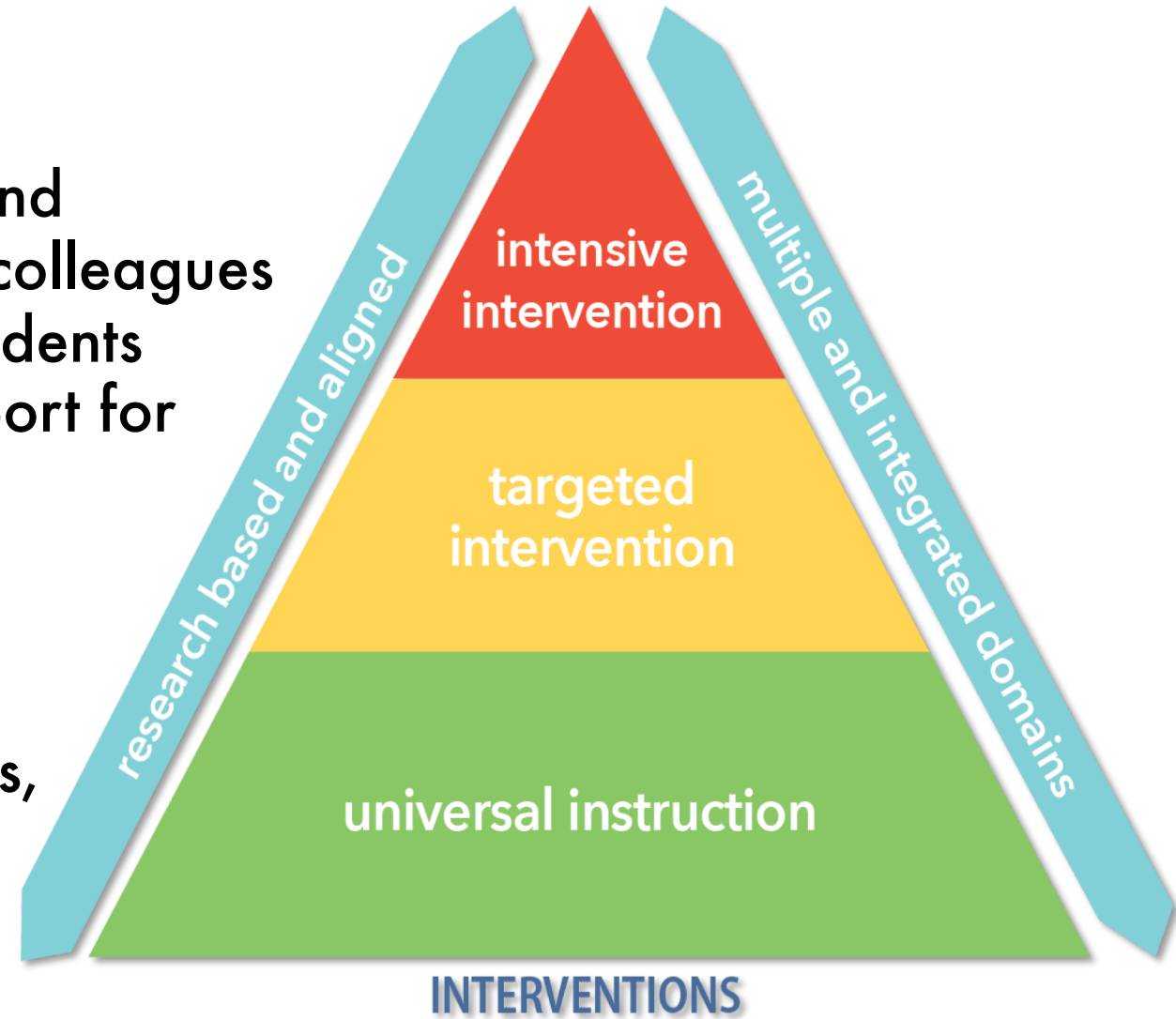
Interventions

- SLPs can use assessment information to drive intervention delivery at all three tiers.
- At Tier 1, SLPs can contribute high quality universally accessible evidence-based strategies that align with integrated goals across curricular areas.
- At Tier 2, SLPs can engage in small group intervention for students who are not likely to be successful with Tier 1 alone- often facilitated with technology supports or in small group table work. Tier 2 strategies overlap with many skills SLPs are masterful at:
 - scripting,
 - standardization and direct instruction features,
 - small teacher to student ratio,
 - feedback loops to build capacity and
 - malleable intervention targets (e.g. constrained skills such as PA, mathematics strategies etc.) (e.g. story-friends)

Intervention

SLPs can also facilitate Tier 3- intensive and individualized intervention or work with colleagues to deliver intervention that is ideal for students who need intentional individualized support for success.

- frequent,
- very small student to teacher ratio or one-on-one,
- specifically tailored to individual needs,
- includes increased opportunities to respond and feedback loops
- focuses on systematic skill building based on scope and sequence of identified deficits.





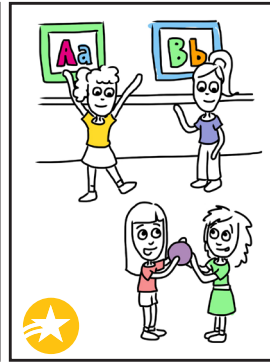
Ayer, Niki estaba jugando en el salón con **muchas** amigas. Se turnaban **lanzando** una pelota pequeña.



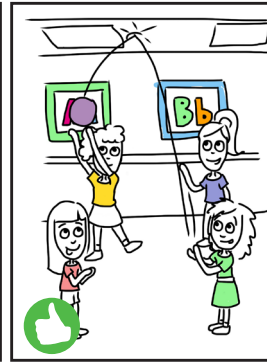
Unos **pocos** niños todavía no la habían **lanzado**. Cuando le tocó a Niki, **lanzó** la pelota, **pero** no llegó muy lejos.



Estaba frustrada porque creía que era muy **débil**.



Habló con sus amigas porque quería ayuda. Les dijo: "Ayúdenme a **lanzar** la pelota". Ellas le ayudaron.



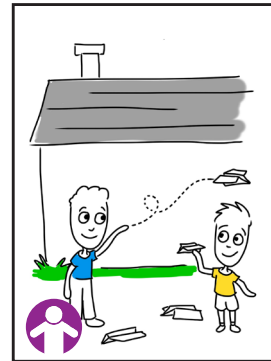
Entonces, Niki **lanzó** fuertemente la pelota, y llegó hasta el **techo**. Niki sabía que no era **débil**.

Multi-Tiered (large group, small group, and individual) Language Curriculum

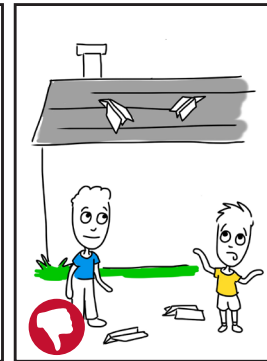
Designed for all students, with lessons in Spanish for Spanish-speaking DLLs

Integrates math concepts (e.g., few/many)

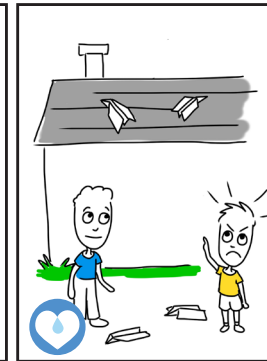
Features prosocial responses to negative emotions (e.g., anger) to support social-emotional development



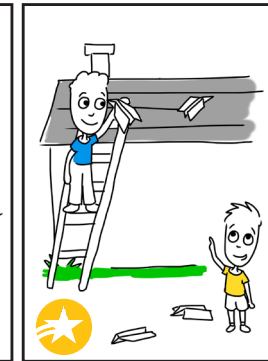
Last summer, Harry was playing outside with his cousin.



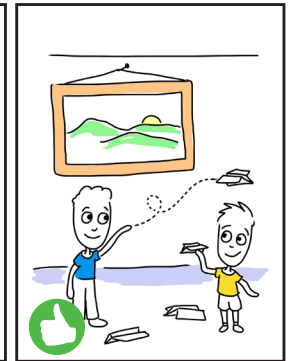
They were **tossing many** paper airplanes in the air. A **few** planes landed on the **roof** of the house.



Harry was angry because a **few** of his planes were stuck.



Then Harry said, "Please get the airplanes because I'm too **weak** to climb up there." His strong cousin climbed a ladder and got them down.



When Harry and his cousin went in the house, they happily **tossed** their **many** planes again.

The Brain of a Speech Language Pathologist

Expert Multitaskers:

Listening to one student's /r/ while recording data, giving another child the "sit on your bottom" look, and restarting the app on the Ipad for another all at the same time.

Nurturing Specialists:

Every child is told "Good job!" and "I like the way you did that!" with a hug or high-five added in to make sure they know how special they are.

Planning Savant:

Can plan therapy for 60 kids who can't miss anything during the school day, IEP meetings around at least four individual's varying schedules, and therapy groups where five different kids have at least twenty different goals between them.

Word Nerd

Diadochokinesis anyone? How about reading and writing words using **fənétiks**? Apples to Apples or BuzzWord, anyone?

Creative Genius:

Glue, pics from the Super Duper Jumbo Artie Book, and anything that can be cut, colored, or covered in glitter becomes a therapy activity AND homework for carryover.

"Our Gears Are Always Turning!"





**SLPs as
Innovators**

Tutorial

Curriculum-Based Language Interventions: What, Who, Why, Where, and How?

Ashley Bourque Meaux^a and Janet A. Norris^b

Epilogue

Five Ways Speech-Language Pathologists Can Positively Impact Children With Dyslexia

Tiffany P. Hogan^a

Tutorial

Curriculum-Based Language Assessment With Culturally and Linguistically Diverse Students in the Context of Mathematics

Brandi L. Newkirk-Turner^a and Valerie E. Johnson^b

Tutorial

Team Collaboration: The Use of Behavior Principles for Serving Students With ASD

Amy L. Donaldson^a and Aubyn C. Stahmer^{b,c,d}

Research Article

The Relationship Between Mathematics and Language: Academic Implications for Children With Specific Language Impairment and English Language Learners

Mary Alt,^a Genesis D. Arizmendi,^a and Carole R. Beal^a



SLPs as Coaches

Research Article

Improving Preschool Educators' Interactive Shared Book Reading: Effects of Coaching in Professional Development

Stefano Rezzonico,^a Kathleen Hipfner-Boucher,^a Trelani Milburn,^a Elaine Weitzman,^b
Janice Greenberg,^b Janette Pelletier,^a and Luigi Girolametto^a

Research Article

Effects of Coaching on Educators' and Preschoolers' Use of References to Print and Phonological Awareness During a Small-Group Craft/Writing Activity

Trelani F. Milburn,^a Kathleen Hipfner-Boucher,^a Elaine Weitzman,^b
Janice Greenberg,^b Janette Pelletier,^c and Luigi Girolametto^a

Research

**Parent Perceptions of the Language
Development of Toddlers With
Developmental Delays Before and
After Participation in Parent-Coached
Language Interventions**

MaryAnn Ronski,^a Rose A. Sevcik,^a Lauren B. Adamson,^a
Ashlyn Smith,^a Melissa Cheslock,^a and Roger Bakeman^a

Research Article

**Effects of the Teach-Model-Coach-Review
Instructional Approach on Caregiver Use
of Language Support Strategies and
Children's Expressive Language Skills**

Megan Y. Roberts,^a Ann P. Kaiser,^a Cathy E. Wolfe,^a
Julie D. Bryant,^a and Alexandria M. Spidalieri^a

SLPs as Team Members



Phonemic Awareness Skill of Speech-Language Pathologists and Other Educators

Elizabeth J. Spencer
C. Melanie Schuele
Kathryn M. Guillot
Vanderbilt University, Nashville, TN

Marvin W. Lee
Tennessee State University, Nashville

Count the
number of
sounds in:

SLPs

Others

CAT

3

99%

95%

STOP

4

89%

55%

BOX

4

61%

10%

Task	SLPs		Kindergarten teachers		First-grade teachers		Reading teachers		Special education teachers	
	M	SD	M	SD	M	SD	M	SD	M	SD
Phoneme segmentation (max 21)	15.86	2.53	11.36	3.21	11.83	3.38	11.71	3.42	10.56	3.63
Phoneme identification (max 20)	17.46	1.57	15.45	2.35	16.32	1.96	15.95	2.54	15.76	2.62
Phoneme isolation (max 6)	4.02	1.12	2.61	1.20	3.13	1.13	2.96	1.20	2.69	1.44
Total score (max 47)	37.34	3.78	29.47	5.05	31.29	4.85	30.62	5.64	29.05	5.61

Phonemic Awareness Skill of Speech-Language Pathologists and Other Educators

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Marvin W. Lee

Tennessee State University, Nashville

“...make a strong argument for the inclusion of SLPs in educational teams’ efforts to provide scientifically based phonological awareness instruction and intervention. SLPs bring a skill and knowledge set in phonemic awareness ...”

educators on a measure of phonemic awareness skill.

<i>Task</i>	<i>SLPs</i>		<i>Kindergarten teachers</i>		<i>First-grade teachers</i>		<i>Reading teachers</i>		<i>Special education teachers</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
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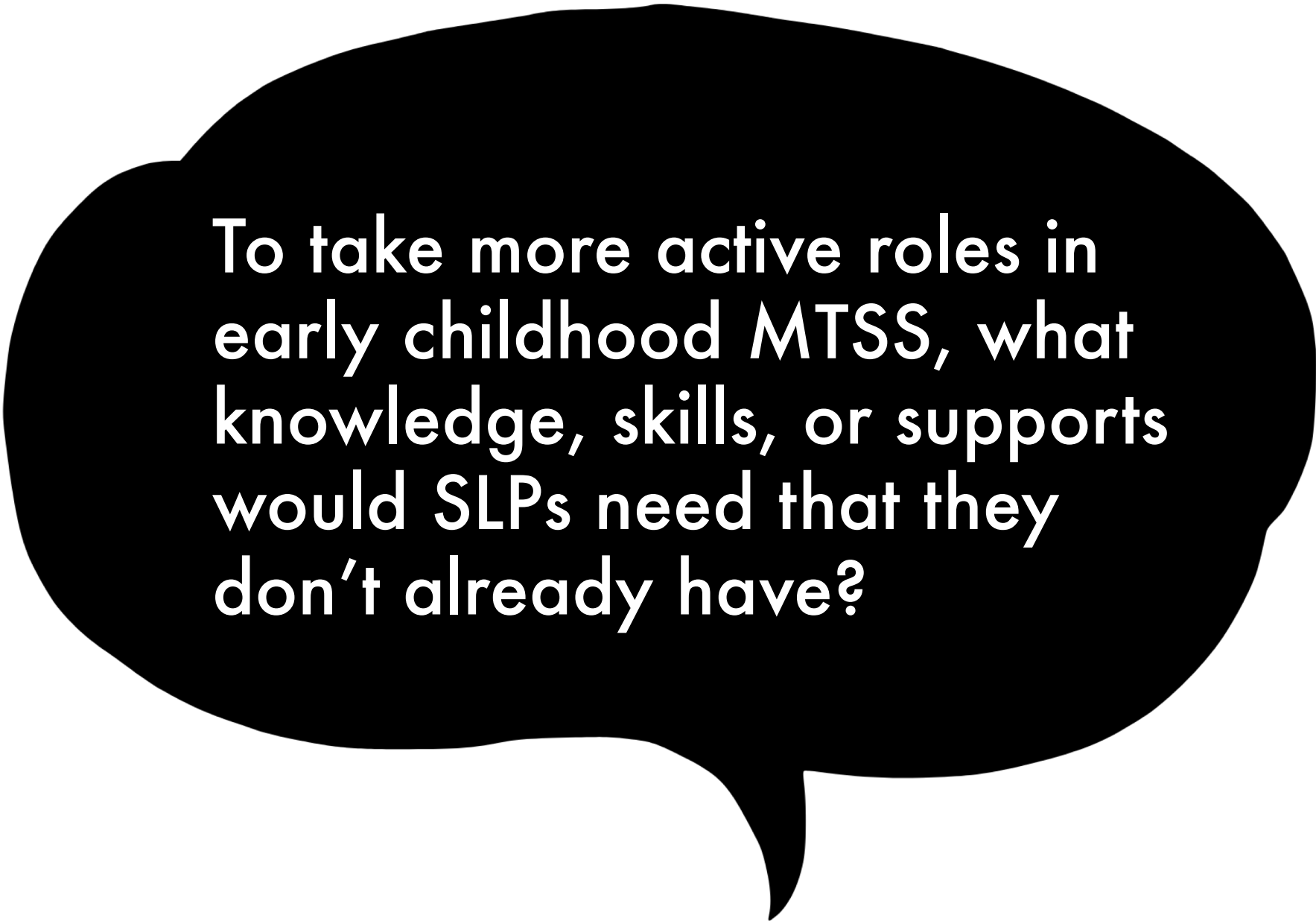
Guided Discussion

It's not black & white

According to the ASHA 2016 Schools Survey (the status quo), SLPs spend an average of 1 hour a week on MTSS activities and 5 hours a week on classroom-based integrated services. What could the potential impact be of flipping your workload responsibilities so that all but 6 hours a week were spent on prevention and integrated services?

Guided Discussion

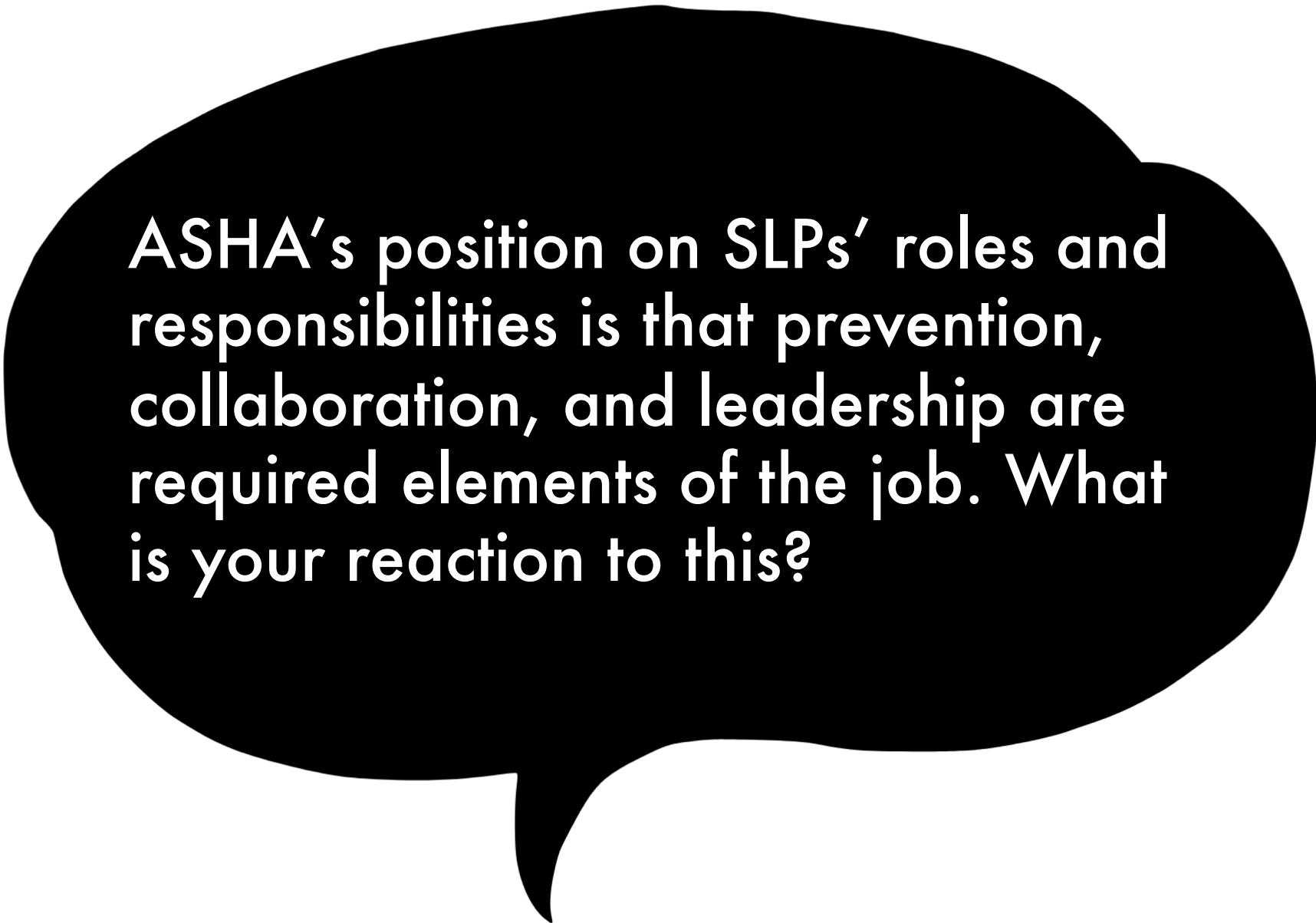
It's not black & white



To take more active roles in early childhood MTSS, what knowledge, skills, or supports would SLPs need that they don't already have?

Guided Discussion

It's not black & white



ASHA's position on SLPs' roles and responsibilities is that prevention, collaboration, and leadership are required elements of the job. What is your reaction to this?