

Bridging for Better School Age Outcomes

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Gail Wright
February 2017

Who are we? Lynne

37 years of teaching experience

Author of Steps to Success, COACH, coauthor of Teacher Tools and Steps to Assessment

Certified in regular ed, HI, and Reading

Trained in sign, cue speech and LSL techniques

Worked at all levels and administration



Who are we? Gail

B.S. ED DHH, M.Ed C&I, Type 75, Early Intervention Certification

Itinerant for cumulative of 21 years,

3 years admin

5 years self contained program

Presenter: ITHI, Clarke, SSCHL, Voice

Games: Monkey Talk, HIFI

Co-Author: Building Skills for Independence in the Mainstream



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- You'll participate by sending a text message or visiting the URL from any web browser, you don't need to download anything

Participating with Poll Everywhere:
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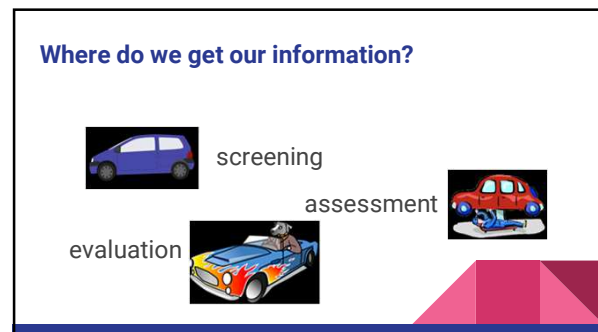
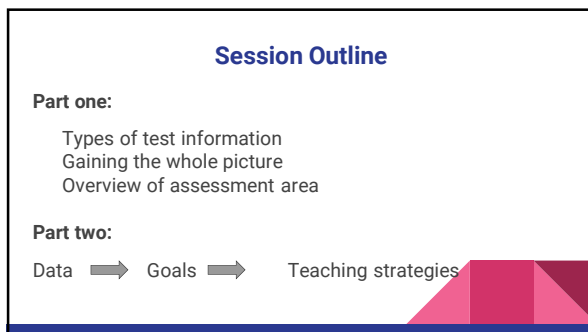
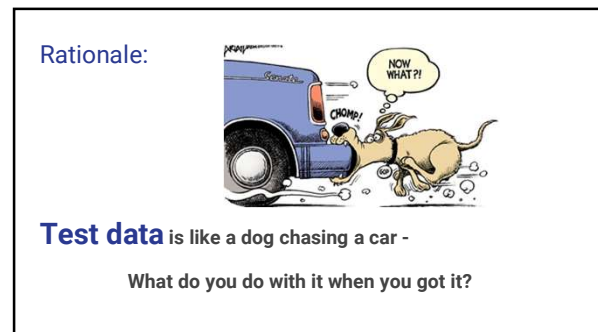
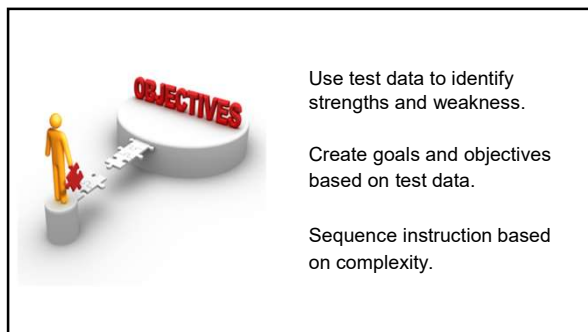
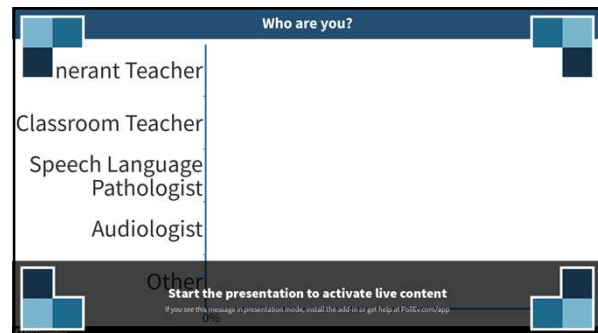
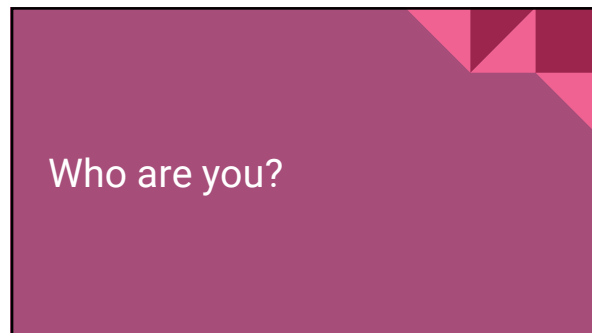
Website: Pollev.com/gailwright363



Text # 22333
Text gailwright363
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of our polls



Let's Try Poll Everywhere



Screening

- **a basic overview**

Identify if evaluation is needed
Used to gather performance data
Not for eligibility determination or goal writing



Assessment

- **Test for specific skills**

Determine present level of performance -
Determine strengths and needs



Evaluation

- **Norm referenced, multi-topic test**

Determine existence of delay or disability
For comparing quality of performance
For comparison across areas of assessment



Scores are not
enough



Get the whole picture.

1. **Validate** scores - setting, tech., factors
2. **Compare** scores to classroom performance
3. **Analyze** test protocol information
4. **Observe** testing behavior
5. **Consider** level of instruction
6. **Qualify** results - norm size, evaluator, background

Protocol info. - task responses and behavior:

Note:

Speed of response
Use of visual support
Fatigue
Patterns of behavior

Indicates:

difficulty attending and listening,
weak processing or memory
lack of repair strategies
misinterpretation of language
poor vocabulary knowledge

Level of instruction - Bloom's Taxonomy

- | | |
|------------------|--|
| 1. Knowledge | repeat presented information, |
| 2. Comprehension | identify a situation, have a concern |
| 3. Application | participate in discussion, state options |
| 4. Analysis | plan and outline options |
| 5. Synthesis | implement option, |
| 6. Evaluation | rate, evaluate |



to consider

- the student's ability to **access** information;
- speech perception and understanding of spoken language
- history of early intervention,
- use of technology,
- language and social interaction skills

Develop a detailed picture.

- **assessed in all areas** of suspected disability
- determine **present levels** and **needs**.
- no single procedure or criterion used.
- use a **multidisciplinary evaluation team**

Assessment areas

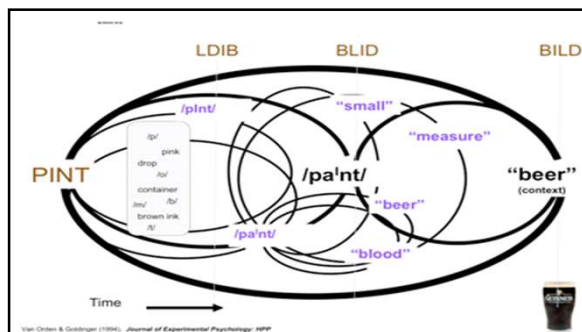


1. Speech Perception -

aware through the sense of hearing

Referents of speech sounds must be established in the brain for:

- Recognition of auditory pat;
- Articulation
- Recognize phonemes



1. Device usage

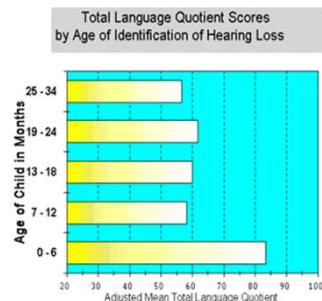
early consistent amplification is **required** for auditory cortex development.

a year of listening before first meaningful verbal word
20,000 hours of listening for brain to develop phonological awareness

Any impediment to listening increases risk for developing verbal language delays.



Hearing aids
and other
hearing devices
do NOT return
normal hearing.



2. Performance review

Gather existing data from:

interviews records observation work samples
teacher, student, and parent comment

Compiled and analyzed for impact of hearing on access and communication.

Information:

Academic –



content knowledge, oral
and written language,
vocabulary

Functional –



social skills, adaptability,
level of frustration,
independence,
other performance areas

Need more than grades!

Grades are class / subject specific.

Do not reflect rigor of the class.

Lack skill specific information.

Do not show retention over time.

3.

Audition skills



What we do with what we hear.

Sounds have meaning.

Typically hearing children have mastered most of audition hierarchy by age 4.

NOT Listening Comprehension

Audition Hierarchy

Attention - purposeful listening, focus for extended time

Memory - recall now/over time, key element, sequence,

Discrimination - differences in sounds, speed and accuracy

Figure ground - one signal in presence of other, impacts focus

Cohesion - organize, interpret, process information

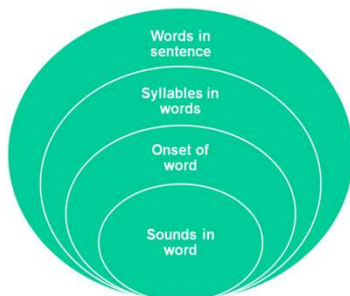
Why teach?

"Literacy skills for today's societies require an early start in (auditory) processing skills to effectively evaluate, analyze, and articulate information in oral, print, or graphic form."

EFA Global Monitoring Report 2006 –Effective literacy teaching concept paper
Anne McGill Frazen, PhD & Jennifer Bower

3.

Phonological awareness



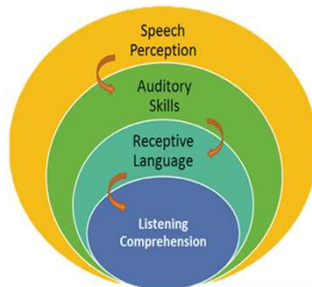
"The best predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness**)."**

National Reading Panel, National Institute of Child Health and Human Development. (2000).



4.

Language processing



Preach to the choir



Components of Language

phonemic – sounds in words
morphemic – word parts
vocabulary and semantics – words and meaning
syntax – word order in a sentence
figurative language – word choices with different meaning
discourse – multiple sentences
metalinguistics – thinking about language

Impact on receptive language

Access to a complete language model (His shirt is soft.)
 Phonology + meaning (He wore a
beret/parade.)
 Need extra processing time (mid-Atlantic)
 Getting the gist not the specifics. (Turn left after the 3rd house.)

Impact on expressive language

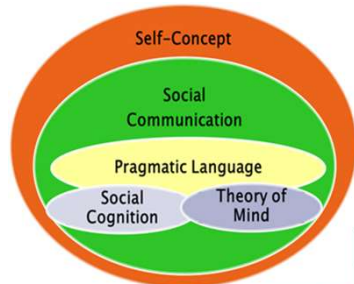
Requires pre-thinking for word choice (She wore a lavender dress.)
 What 'sounds right' (black & white/ white & black)
 Limited word choice due to lack of indirect listening
 (That is an ominous cloud.)

5.

Pragmatic / social language

Issues of:
 reduced speech perceived in everyday situations.
 disconnect of language with actions/facial expressions

Hierarchy



Social cognition

Process, store & apply information about social situations

Determine what other people know/believe from facial expressions/body language

"Read" a social situation



Pragmatic language

Use language in social situations
Most abstract and complex of all language skills

***Even with age-appropriate or better vocabulary & syntax,
pragmatic language may not be age-appropriate***

Communication skills for social language

1. Different purpose

greeting informing, demanding, promising, requesting

2. Change language for needs of listener

Age, unfamiliar listener, setting

3. Following rules for conversation

Turn taking, rephrasing, personal space, facial expressions

6.

Self advocacy

***"The realization of strengths and weaknesses,
the ability to formulate personal goals, being
assertive, and making decisions."***

Access

CANNOT be fully achieved

with technology, visual communication, and accommodations
alone

Full participation requires that the student advocate for his or her own access/learning needs.

Self advocacy includes:

- Recognize/describe own skills and needs
- Know the how, who, and when to ask for assistance
- Make decisions and deal with the consequences
- Set own goals and create a plan to reach them



**The
Ultimate
Goal**

“Given the opportunities to learn language and academic skills through appropriate and efficient modes of communication, a learner with a hearing loss should progress in expected patterns of growth and achievement.”

Bunch, G. & Melnyk, T. (1989). *American Annals of the Deaf*

Part Two: Instructional goals Strategies/ Activities

A Show of Hands

In my IEP's I include goals for:

Speech Perception
Phonology
Technology
Language
Social Pragmatics
Audition
Self Advocacy



1. Speech Perception

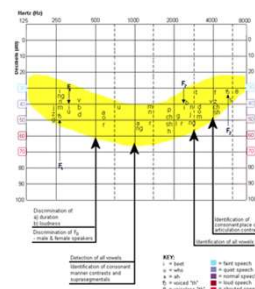
Question: To what degree has the child's learning been impacted by the reduction in auditory input?

Assessment - audiogram

shows how **typical** the child is in perception of speech
pinpoints specific auditory challenges
assist in estimating the **level of access** to verbal instruction

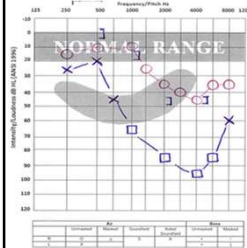
An audiogram

500 - Discriminate duration and loudness
Discriminate male / female voice
1000 - Detect all vowels
Identify consonant manner contrast
2500 - Identify all vowels
4000 - identify consonant place contrast



Case study:

Bob age 17 ESL 5 yrs from Ethiopia



- Word recognition @35dB
- 44% in quiet without visual
- 76% in quiet with visual
- Asymmetrical loss
- Near normal for low freq. Both ears
- Right ear – speech discrim to 3000dB

Strengths and Weaknesses

- high frequency loss – he can ‘hear’ conversation
- not able to distinguish words like cat, cap, cast, calf
- in close, quiet and with visual cues, speech discrimination is still lower than typically hearing peers
- missing approx 25% of ‘teacher speech’ and over 1/3 to 1/2 of class discussion.

Question: How does distance & noise impact the ability to accurately perceive speech?

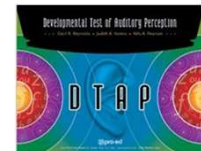
Assessments –

- Iowa Medial Consonant Test
- Developmental Test of Auditory Performance DTAP
- LING 6 sounds test
- Functional Listening Evaluation

Assessments

Iowa Medial Consonant

Repeat nonsense VCV words from 3 and 10 feet

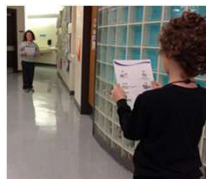


DTAP

- Does NOT depend on verbal reasoning
- Does NOT depend on higher order memory skills
- 6-18 years
- Quantifies speech perception in comparison to typically hearing peers

Ling 6 Sound

- Detect, identify or repeat sounds
- Great for daily device monitoring
- If change in responses could indicate
 - Device trouble
 - Change in hearing
- Build daily habit
- Encourages device use
- Covers legal responsibility for school to



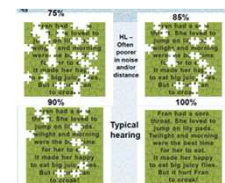
Functional Listening Evaluation

Recorded Sentences presented under variety of conditions

Puzzle Piece Summary Sheet

Great addition to Audiology report

* I've added "effort" score for mature kids



Activity

- Turn to the Functional Listening Evaluation Score Sheet in your packet
 - This is available for purchase. You get it electronically- and can score it on a fillable download.
- Turn to your elbow partner
 - Decide who is the Teacher, who is the Student
 - We will switch
- I'm going to play the recorded sentences
- Teacher, record student responses



Show fillable FLE

Functional Listening Assessment

Condition	Score	Effort
AVCQ	100%	1
ACQ	92%	2
AVCN	94%	2
ACN	42%	5
AVFN	86%	3
AFN	64%	6
AFN with FM	98%	3
AFN with FM	78%	5



Results from an FLE

Junior in HS
Bilateral CIs
Refusing to use FM
Grades- A's / B's

College Bound Senior with A's / B's. Why is this a concern?

some goals you would write for this student related to speech per

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

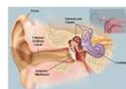
hts on the student wearing devices 6 hours/ day Monday-Friday. Is
concern? Why or why not

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

Strategies/Activities to teach about Hearing and Speech Perception

Hearing science – Explain how the ear works and what is the impact of a hearing loss



Parts of the Ear



How the ear works



Hearing Loss Simulations

Instructional Strategies: Speech Perception

Following directions- varying degrees of difficulty

HiFi

Coloring pages

Compass test

Steps to Success



Additional strategies will be covered under
audition skills, language, and device use.

1. Technology Device Use

But Wait....

Why would a student use devices if they don't understand

Listening challenges

How to navigate social interactions

How to properly use/ repair devices



Question: *What is the record of technology use?*

Assessment - Datalogging

Built into most devices
Only objective means to
identify use
Gives average wearing
time - turned on / not
where it is!

Comprehensive Hearing Device Monitoring Results									
Student Name:	Device ID:	Device ID:	Device ID:	Device ID:	Device ID:	Device ID:	Device ID:	Device ID:	Device ID:
Insert 'X' for all days monitoring period when device was used. Insert 'N' for all days when problem with device function was identified. Insert 'D' for all days when device was damaged or replaced. Insert 'R' for all days when device was repaired. Insert 'P' for all days when device was replaced. Insert 'S' for all days when device was replaced. Insert 'T' for all days when device was replaced. Insert 'U' for all days when device was replaced. Insert 'V' for all days when device was replaced. Insert 'W' for all days when device was replaced. Insert 'X' for all days when device was replaced. Insert 'Y' for all days when device was replaced. Insert 'Z' for all days when device was replaced.									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
Average Wearing Time (hours):									
Average Wearing Time (minutes):									
Average Wearing Time (seconds):									

ELFing

ELF = Early Listening Function
Discovery tool for parents and caregivers of infants and toddlers

Establishes a child's listening bubble

Parents/ caregivers involved

Documents listening bubble

Documents change w/ devices

Great tool as a child exits early intervention



SEAM:

Student Expectations for Advocacy and Monitoring Hearing Technology

- Use as education tool for parents
- Use as education tool for mainstream teachers
- Use as evaluation tool



SEAM is
included in
your packet

Case Examples

Data Log from Audiologist:

Middle school student wears devices 6 hours / day Monday through Friday.
Student scores 80% recognition on FLE ACN with an effort rating of 5. .
However, Student scores 96% ACN with FM and an effort rating of 2.



Goals: Technology Use

- Explain parts and function of hearing aids
- Manage and Care for devices
- Use consistently
- Interact with staff to explain



Instructional Strategies

Listening is MY Responsibility

"It's now a habit" 5th grader

Thinking Maps

Flow Map Activity

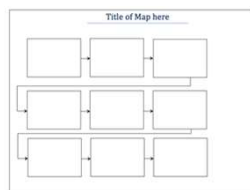
Brochures

Knowledge Worksheet



Activity

Create a flow map troubleshooting a hearing aid



2. Performance review

Questions:

What is impact of hearing on access, and participation in the classroom?

Assessments -

Observation, work samples, and accommodation use

Case study - Bob

performance review

Below grade reading level

Walks out of class when frustrated.

No age appropriate social interactions

Hides in the restroom.

Likes to work alone on a computer

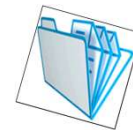
Potential goal areas

1. **Advocacy** - manage technology, recognize a difficult listening situation and accommodation needs
2. **Language** - communication skills to support access
3. **Social** - increase peer interaction, improve ability to read situations

Instructional strategy - Portfolio

Include:

interviews records observation
screening work samples
teacher, student, and parent comment



Accommodation use

number, type, and use to facilitate learning
measure academic success or goal mastery



A grade achieved with accommodations is not comparable to a grade earned by cognitive peer without accommodations

Instructional strategy: Change level of support

Move from
most restrictive to least, most support to least
most specific to general

The goal is:



Factor	Level one:	Level two:
Setting:	In a quiet setting	With background noise
Instructor:	With a teacher for DHH	With a variety of school staff
Number:	One on one	In a small (large) group
Occurrence:	During instructional session	Throughout the school day
Visual support:	With visual support	Without visual support
Presentation set:	In a closed set	In an open set
Language support:	With prompt	independently

Activity Level of support

3. Audition Skills

Question: *Are errors in response due to audition or vocabulary knowledge, attention, cognitive ability, or the individual's attitude during testing?*

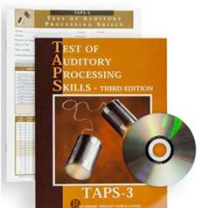
Assessments-

TAPS 3

Common Objects Test

CASLLS

TAPS 3 Test of Auditory Processing Skills



- Word Discrimination
- Phonological Segmentation / blending
- Number Memory Forward / reversed
- Word / sentence Memory
- Auditory Comprehension
- Auditory Reasoning

Word discrimination

Circle the student's response: S for "same," D for "different."	
S D 1.	card cart
S D 2.	BUS BUS
S D 3.	dog log
S D 4.	thing think
S D 5.	LAMP LAMP
S D 6.	miss mess
S D 7.	lip tip
S D 8.	swing bring
S D 9.	TREE TREE
S D 10.	KITE KITE
S D 11.	glass grass
S D 12.	rot rat

1. Measure difference in score with/ without visual
2. Look for patterns of error
3. Errors with Different items may indicate cognitive issues

Phonological blending

✓ 11. b / r / a / k	(brake: 4)
✓ 12. s / i / u / p	(sleep: 4)
✓ 13. f / l / w / p	(sleep: 4)
✓ 14. t / u / i / n	(twin: 4)
✓ 15. p / o / n / d	(pond: 4)
✓ 16. k / e / n / p	(help: 4)
✓ 17. t / e / n / p	(tent: 4)
✓ 18. m / a / s / k	(mask: 4)
✓ 19. f / i / c / e / n	(screen: 5)
✓ 20. f / i / r / a / p	(strap: 5)
✓ 21. c / r / u / n / c	(crunch: 5)
✓ 22. c / l / a / m / p	(clasp: 5)
✓ 23. p / l / i / n / t	(splint: 6)
✓ 24. b / a / s / k / e / t	(basket: 6)
✓ 25. p / l / a / n / e / t	(planet: 6)

Note:

Pattern of response – consistent to ceiling, scattered, or slow to start

Processing speed

Vocabulary issue

Attention - ADD

Case study: Bob

Word discrim - missing elements in the **final position**,

Segmentation - missing elements in **final position**

Number Memory - reversal within a sequence indicates that all elements were heard, but not processing correctly

Word Memory – poor memory for **final element**, carried from one sentence into the next

Auditory Comprehension/ Reasoning –

error **end of the sentence**

What didn't fit.

1. Audiogram showed near **normal perception for vowels**
TAPS segmentation showed **difficulty with medial vowels**
2. TAPS blending

3 letter	-2/6	rake – 'erk', feet – 'speed'
4 letter	-3/10	glad – 'good', plate – 'pate', twin – 'tin'
5 letter	-2/4	screen – 'scream', clamp – 'scram'
6 letter	-2/4	splint – 'spit', planet – 'place'
7 letter category)		no errors (shipment, consumer, interrupt,
9-13 letter		errors on all items

Potential goal areas

Audition -

word discrimination - final sounds and vowels.

phonological blending for both real and nonsense words

memory final element in a sequence or sentence

Literacy - decode 2 syllable words using decodable text

Language - fill in missing elements in a sentence

Instructional strategies



Instructional Strategies - Word Discrimination

1. same / different
2. medial vowel - cap cop
3. final consonant - bug buck
4. initial consonant - Sue zoo
5. initial clusters - splash smash (rhyming, word f
6. 'Hink Pink'

An overweight feline is a 'fat cat'
A frog on a street is a



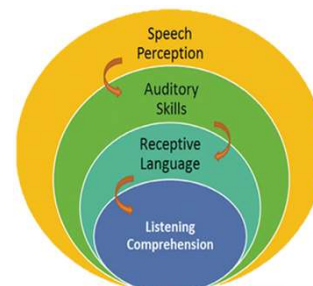
Instructional strategies - Sequential memory

"Repeat this sequence. blue green red "They are all ____."	blue green red colors
"Say the list again and add one at the end."	blue green red yellow
Listen again. Tell me what was first.	
(mix the order) Listen again. Tell me what was first.	
(mix the order) Listen again. Tell me what was first and last.	
(mix the order) Listen again. Tell me what was first and last.	
(mix the order) Listen again. Tell me what was first and last.	

Activity - sequential memory

Prosody, Phonology, Morphology

Language processing



Question: *Does the child perceive differences in pitch, duration, and intensity of sound?*

Assessments - *APT-HI and DTAP*

Use with:

CI – initial, 2nd implant, re-implant

2nd language learners

Instructional strategies prosody

1. Reading with expression statement, question, exclamation



The dog is riding in a spaceship (.)



Instructional strategies Multiple Reading

- 1st read through – **silent** get big picture,
relate to experience & background knowledge
determine type of text identify unknown vocabulary
- 2nd read through – **silent** analyze for comprehension
- 3rd read through – **silent** fluency & pronunciation
- 4th reading – **oral/signed** correct inflection and intonation
- 5th reading – **oral/ signed** for speed

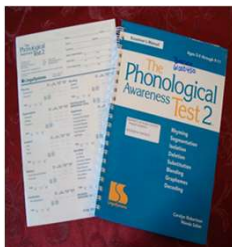
Question: *Does the child discriminate individual speech sounds in words?*

Question: *Does the child need a visual model for sounds to support decoding and phonemic awareness?*

Assessments -

- receptive and expressive vocabulary test
- basic reading skills test – Woodcock Johnson
- phonological tests – PAT, TAPS
- decoding speed

PAT 2 Phonological Awareness Test



Measures:

- rhyming
- segmenting & blending
- deletion & substitution
- sounds in isolation
- decoding

Case study - Bob

Subtest:

Raw score % of accuracy:

- Rhyming** discrimination- 100%,
production – 60%
- Segmentation** sentence- 80%, syll – 60%, sounds – 10%
- Isolation** initial 100% final 90%
medial 80%
- Deletion** compound & syllables – 70%
- Blending** sounds 100% syllables 100% sounds –

Item	Response	Score
6. Some cows give milk.	4 claps	1 0
7. The clown has big feet.	5 claps	1 0
8. Let's go to school.	4 claps	1 0
9. I have ten books.	4 claps	1 0
10. The kite is flying high.	5 claps	1 0
TOTAL		5 0

1. and I want you to clap one time for each word in the word. Now, clap it with me. Say the word again each syllable. Sea-sea-sea. Now you try it by claps.

2. for each syllable in the word

Item	Response	Score
6. moose	1 clap	1 0
7. elephant	3 claps	1 0
8. pillow	2 claps	1 0
9. kindergarten	4 claps	1 0
10. candy	2 claps	1 0
TOTAL		5 0

1. and then I'll say each sound in the word. Listen. Individual sounds, pausing slightly between each one.

sound in

Item	Response	Score
6. plop	p-l-o-p	1 0
7. liver	l-i-v-e-r	1 0
8. eyebrow	e-b-r-o-w	1 0
9. seaweed	s-e-a-w-e-e-d	1 0
10. plank	p-l-a-n-k	1 0
TOTAL		5 0

Goal?

Blend sounds to form words.

Begin instruction?

Compound words -
between word and syllables

Instructional strategies phonological skills

Use de

Teach syllable patterns



BREAK TIME

4.

Language Processing and Use

Question: *Does the child have age appropriate receptive and expressive vocabulary knowledge?*

Assessment – all aspects of vocabulary acquisition

ROWVT / EOWVT,
oral & written language samples

Question: *Does the child have age appropriate oral and written syntax?*

Assessment –

recept & express language tests
CASL, TACL,
The Listening Comprehension Test
language samples

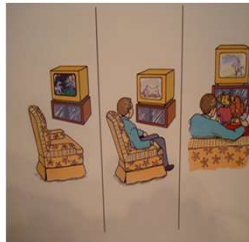
TACL 3 Test of Auditory Comprehension of language



Measures:

- Vocabulary
- Grammatical Morphemes
- Elaborate phrases & sentences

Example: together



Closed set

- Note is scattered response or consistent to ceiling
- Use reference table to compare to age level competency

Case study - Bob TACL subtests

Raw Score: Descriptive Rating:

Vocabulary	41/45 correct	age equiv. 9-0
Grammatical Morphemes	41/46	age equiv. 9-0
Elaborated Phrases & Sentences	40/48	age equiv. 9-0

Instructional Strategies Language

Listen for key elements.

Graphic organizers for vocabulary association

Multiple meaning

Syntax (word order) development



Inst Strat Vocabulary



Label and word choice. That's a ____.

Association: Present - ribbon & bow - wrapping paper - tape

Root and affixes: present/ present, presentation

Exposure: reading, oral language, experience

What is this?



Word:	I've never seen it before.	I have heard it, but don't know the meaning.	I recognize the context.	I can define it.
flower				A flower is part of a plant that attracts bees and makes fruit.
orchid			I water my orchid once a week.	
phalaenopsis		✓		
epiphyte	✓			

Instructional strategies - Language use



From this:

The dog ran.

Expanded sentences

To this:

The outraged, russet dog quickly chased the green car speeding down the street.

1. Create a base.

Simple subject + verb (past tense)
The dog ran.

The

2. Add predicate details.

How? When? Where? How much? How many? How often?

The dog ran quickly.

The dog ran after the car. down the street.

The dog ran yesterday.

3. Move the predicate.

Yesterday, the dog quickly ran after the car.

The dog ran quickly down the street after the car.

Down the street, the dog ran quickly after the car.

4. Add subject information.

Which? What kind? How many?



the **brown** dog

the **angry** dog

the **shaggy** dog

5. Make it specific.

Before:

The **angry brown** dog
quickly **ran** after the
car.



After:

The **outraged, russet,**
dog quickly **chased**
the **old green** car.

6. Refine and finish up.

Refine word choice, check spelling and language.

The outraged, russet dog quickly chased the green car speeding down the street.



Activity - Expanded sentences

Language Comprehension Test



Classroom situational listening

- Main idea
- Details
- Reasoning
- Vocabulary
- Understanding the message



Case study - Bob Listening Comprehension Test 2

Main Idea 95 Details 93 Concepts 76 Reasoning 56 Story Comp 96

1. "Rod has been invited to two birthday parties on the same day. One party is from 10 to 12 and the other is from 2 to 4. What can Rod do?" **"I wasn't really hearing it."**
2. "Luke wants a new bicycle. He earns money by doing odd jobs. His favorite snack is an apple. Soon, he will earn enough money to buy his new bicycle." **"to get a bicycle"**
3. "Mickey likes to play softball, basketball, and touch football. Which sport is the easiest for her to practice by herself?" **"soccer"**

Goals: Language Processing and Use

1. Audition –

Discriminate multi-syllable words. (*youthful – useful*)

Identify errors in running speech. (*'She has a 'bing' on her finger.'*)

2. Language –

Given an orally presented sentence, answer questions related to content.

Instructional strategies - orally presented passages

Summarize - reverse expanded sentences

Genre recognition - story, directions, jokes

Answer questions - details, sequence



What **doesn't belong** or make sense.

If you ever get cold,
just stand in a corner
for a bit.
They're usually
around 90 degrees.

5. Social and Pragmatic Language

Questions:

Does the child change language according to the needs of a listener or situation or purpose?

Does the child follow rules for conversations and other social interactions?

Assessments

PLOS PLSI SLDT

PLOS / PLSI

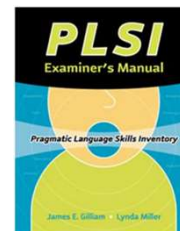


Each can be completed by the teacher in 5-10 min.

PLSI - ages 5-12

PLOS - grade 3-12

Identify functional use of pragmatic language for eligibility and planning



SLDT

Ages 6 - 11 years, grades 1-6

Subtests:

- Making inferences
- Interpersonal negotiations
- Multiple interpretations
- Supporting peers



Goals Social/Pragmatics

- Student will label X number of pictures using correct adjective to describe feelings/ emotion
- Student will utilize appropriate language in 3 settings
- Given a grade level passage, student will locate examples of social language
- Student will demonstrate appropriate language in non-face to face interactions (text, messaging, email)

Instructional Strategies Social/ Pragmatic Language

Label facial expressions

Expand language to describe emotions

Appropriate behavior in variety of settings

Social Rules: compare variety of settings



Appropriate language in text, email, etc.

Observations and video are powerful tools.

Give kids "social" topics to discuss

Social/ Pragmatic Activity

List up with 4 topics you can bring up to the group

Predict 4 questions you will be asked at a family get together. Write 2 sentences on how you will respond.



Case Studies



Nathan and entering the Emergency Department

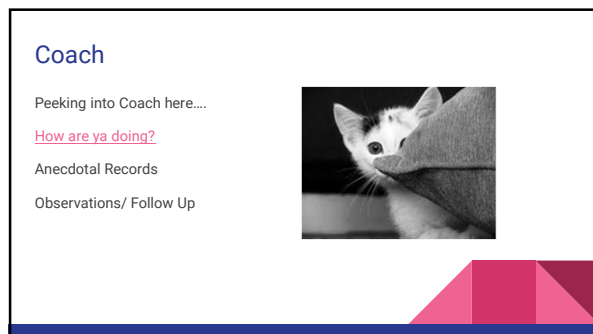
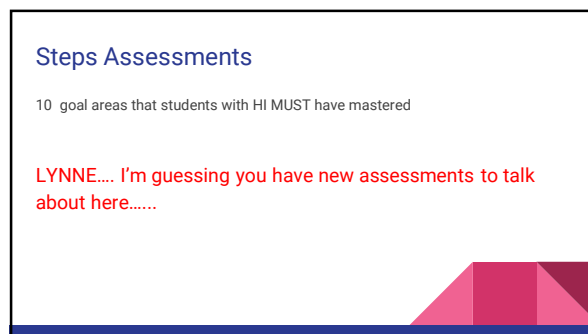
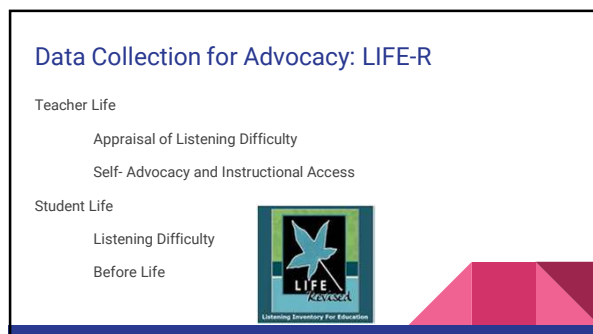
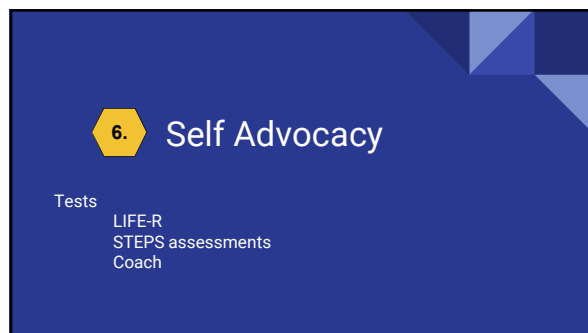


Mitchell and the texting

How would you teach Nathan how to enter the Emergency Department?

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PolleEv.com/app



Instructional Strategies

[Videos ABC's of HL](#)

What's the Problem

[Speaker/Listener/Environment](#)

[HS: Communication Sheet](#)



A Show of Hands

In my IEP's I include goals for:

Speech Perception
Phonology
Technology
Language
Social Pragmatics
Audition
Self Advocacy



What questions do you have for us?

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

Success!

