

# SPEECH-LANGUAGE LINKS

ISSUE 1

JUNE 2009

*A Newsletter for Resource Teachers of the Deaf in the  
Central and Southern Regions of New Zealand*

## Hi everyone!

Wow – nearly the end of term 2 already! It's been great having Brenda Sargent and Sue Redman (RTDs from Chch) as part of the Speech-Language Team this year. Brenda is working with deaf students around the region who have Part-Time Hours Teacher support, and Sue's position is divided equally between on-base student support and Chch RTD work.

## In this issue:

- [new websites for you to look at](#)
- a note about reporting results from the Laura Lee analysis
- [notes from 2 conferences](#)
- [Evette attended in Adelaide recently](#)
- a request for ASP resources!



## Cool websites:

CJ Lavender-Amyes (RTD in Wellington) recently put me onto a great website. The site is: [www.speech-language-therapy.com/freebies.htm](http://www.speech-language-therapy.com/freebies.htm) It has a ton of [resources around articulation and phonological work](#) that are free to download and use. Thanks CJ – I'm sure people will be keen to have a look at that!

Catherine Peters (RTD Wellington) has come across another amazing site, which is a [categorised list of links to other fantastic websites!](#) The site is: [www.mnsu.edu/comdis/kuster2/spttherapy.html](http://www.mnsu.edu/comdis/kuster2/spttherapy.html)



Examples of Materials That Can Be Adapted For Therapy

a collection of resources by Judith Maginnis Kuster

The websites are categorised into: [interactive sites](#), [reproducibles & activities](#), [additional "kid stuff"](#), [books / magazines](#), [language sites](#), [ESL materials](#), [reading & writing materials](#), [templates to make your own materials](#), [pictures & Clipart](#)...and heaps more!

Thanks so much for sending that site through, Catherine. I'm sure many RTDs will use it as a quick reference if they're stuck for new ideas!

## Note about IEP reporting:

I have heard that some RTDs may be reporting Laura Lee **levels** in their pre-IEP reports e.g. "(child's name) has passed 50% of Level Two of the Laura Lee assessment". **Please do not report information in this way.**

The Laura Lee Grammatical Analysis is an analysis tool to identify gaps in grammatical acquisition. When reporting information for our internal database, RTDs were encouraged to look across the range of grammatical skills at each level to determine which level the students were generally working at. This is to gain an overall picture of where students at various Year Groups are typically working, and to benchmark progress at different Year levels.

[When reporting results from the Laura Lee analysis for IEPs](#), RTDs need to keep in mind who the information will be shared with. For parents and school staff it is more appropriate to [outline in general terms what types of sentences the student typically uses, and detail \(with examples\) the next 2 or 3 grammatical elements you will focus on.](#) E.g. "Jason is still learning to master all the parts of a simple sentence, such as: 'She is sitting on the mat.' This term our grammar focus will be:

- auxiliary verbs 'is' and 'are'
- prepositions 'in, on, under'."

## Conference Information

At the end of May, I attended two conferences in Adelaide:

- **Speech Pathology Australia National Conference**
- **5<sup>th</sup> Australasian Newborn Hearing Screening Conference.**

Many of the presenters have sent me a copy of their powerpoint presentations, and I have also typed up the notes I took while I was there. Below is a list of the presentations I attended – please contact me if you would like a copy of any of the presentations / my notes.

### Speech Pathology Australia Conference – presentations attended:

- Whakatu Hearing, Early Education, and Literacy Service (WHEELS)
- [Newborn Hearing Screening programs overview: Role of Speech Pathology in early intervention services](#)
- Connecting to classrooms: How Speech Pathologists can link into the technology revolution in schools
- [Relating speech & language scores: Preliminary results from the Longitudinal Outcomes of Children with Hearing Loss \(LOCHI\) study](#)
- Phonological abilities of children with hearing loss: Interim results from the LOCHI study
- [Language acquisition of children with hearing loss: Interim results from the LOCHI study](#)
- Talking Literacy teacher training: Assisting teachers to go deeper into book-based programming
- [Oral language predictors for the at-risk reader: A review](#)
- How do Australian children spell the names of the letters of the alphabet?
- [When craft & science collide: Improving therapeutic practices in schools through evidence-based innovations](#)
- Advancing Speech Pathology innovation, research & excellence using information technology & telehealth
- [Using music effortlessly to help children learn](#)
- Emergent and early literacy intervention: Strategies for the clinic & classroom
- [The receptive language & reading abilities of students with auditory processing disorder \(APD\) compared to average readers](#)
- A multi-sensory model of phonological representations: Implications for dyslexia & auditory processing disorder
- [Phonological awareness training & the Year 9 diagnostic net: Preliminary data.](#)

Although many of these presentations were designed with Speech Pathologists in mind, the information will be useful for RTDs also.



### 5<sup>th</sup> Australasian Newborn Hearing Screening Conference – presentations attended:

- Newborn screening: Is there a role for national standards?
- [Integrating evidence into early intervention for children with permanent hearing loss: A systematic review of the literature](#)
- Paediatric hearing aid use & satisfaction for clients aged less than 12 years
- [The Infant Monitor of Vocal Production \(IMP\)](#)
- Auditory capacity in children with Auditory Neuropathy Spectrum Disorder (ANSD)
- [The management of newly diagnosed babies with ANSD following newborn hearing screening: What's the plan for the first 12 months of life?](#)
- Ensuring a competent UNHSEIP workforce in New Zealand
- [Children's outcomes at 3 years & parental reflections on early intervention: Interim findings from the LOCHI study](#)
- Joint Committee on Infant Hearing (JCIH) benchmarks, standards and process
- [Universal Newborn Hearing Screening – what next? The perspective of parents](#)
- Development of a DVD resource for parents of newborns referred to audiology via the newborn hearing screening program.

To tempt you to take a look at some of the notes, here is an outline of some of the main points from Professor Laura Justice's presentation entitled "[Emergent and Early Literacy Intervention: Strategies for the clinic and classroom](#)"

- **Emergent Literacy** covers the stage of development when children are learning about concepts prior to beginning to read e.g. learning about print and sound

- **Early Literacy** covers the stage of development when children are beginning to read / learning to decode
- **Conventional Literacy** covers the period of development when children are no longer learning to decode – they are focusing on comprehension and are ‘reading to learn’
- There are **2 major transition points** in the ‘learning to read’ process: from Emergent to Early Literacy skills, and from Early to Conventional Literacy skills
- **Between 50-60% of children struggle with the transition to Early Literacy skills**
- Many students also struggle with the transition between Early and Conventional Literacy, as **teachers often forget to focus on comprehension and language development during the Early Literacy stage!**
- **Professor Justice detailed the 5 major areas to focus on in order to ease the transition to Early Literacy:**
  - Oral Language
  - Emergent writing
  - Print knowledge
  - Alphabet knowledge
  - Phonological Awareness
- A ‘revolutionary idea’ emerging in the literature is to **focus on deep skills (such as awareness of intra-syllabic units and phonemes)** rather than shallow skills, even though this is not ‘developmental’
- Teachers need to use an array of **explicit instructional techniques and contexts** in their Emergent Literacy intervention
- Indicators of a “good-quality approach” to Emergent Literacy intervention are that it is:
  - comprehensive (covers all 5 major areas)
  - data based
  - explicit
  - systematic
  - meaningful
- Prevalent evidence based approaches were discussed in detail and compared, including:
  - storybook reading intervention
  - print-rich environments
  - literacy-enriched play settings
  - mediated writing
  - formal curricula

- Two fantastic websites were shown; one has a **300-page activity book on how to promote language & literacy (to download for free!)**
- Professor Justice also sent **six pertinent research articles, and a list of resources** for Emergent and Early Literacy intervention.

It was really great to hear Professor Justice describe exactly what to focus on in order to build the language and literacy skills of young children, knowing that all of her information is based on current research evidence. I’m sure everyone would benefit from at least having a ‘refresher’, if not learning something new that research has validated, in this area! Please email me if you would like the full notes for this, or any of the other presentations listed above.

### Request for information

Recently I was asked for some resources to use with the Auditory Skills Programme. It got me thinking that there must be a huge number of resources around the region for this sort of work. So, I thought it would be useful to put together a CD of different resources and activities that RTDs can use for each of the Discourse, Sentence and Word Level steps of the Auditory Skills Programme. This means that **I need copies of your favourite resources!**

Please would you get together at a staff meeting next term and **collect and make a copy of anything and everything you currently use in your ASP work.** Then, **group it into Levels and steps,** and **post it to me!** It doesn’t matter if the pictures are hand-drawn or old & ugly, as I will probably reformat them using photos anyway. It is the ideas and formats I want to see!

I hope you all enjoy your up-coming holidays. Take care on the slippery roads!



*Evette*

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