

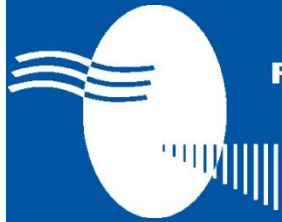
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# Whole Class Literacy Gains through Speech Pathology and Teacher Collaboration



**Speech Pathology Australia National Conference Perth 2016**

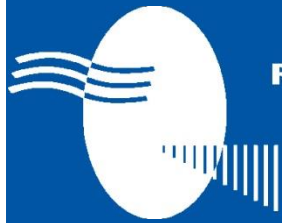
Robyn Stephen CPSP, Kate Down CPSP, Catherine Gunn Vice Principal\*.



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## Our presentation today

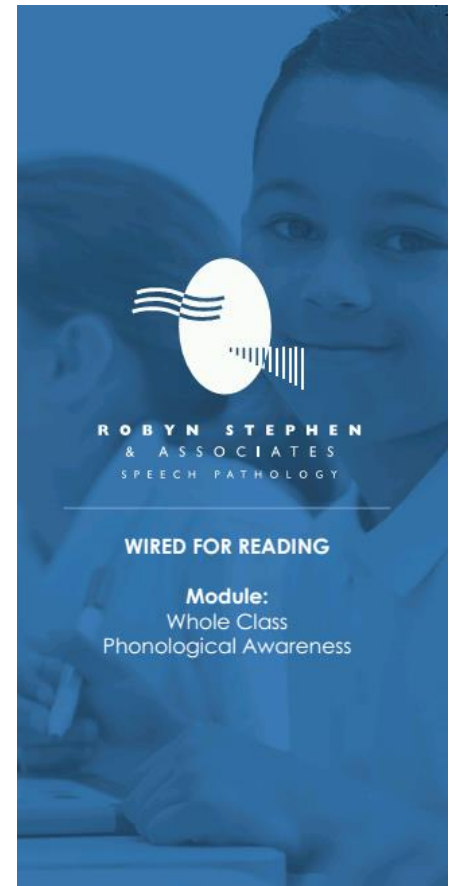
- How we became involved in a school's curriculum for early literacy
- How speech pathology and teaching collaborated in this project
- The student outcome measures
- Our reflection

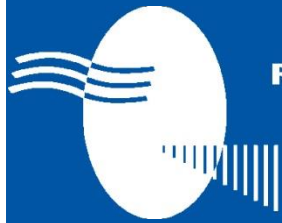


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## Our resource to you

- Evidence base of the program
- Steps of how to implement this program
- Resources used
- Durable resource for your speech pathology kit
- Advocacy tool





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**SPEECH PATHOLOGY**

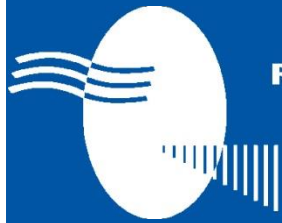
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## Our Practice



- Continually striving to make a bigger difference.
- Act preventatively.
- Contribute to a more equitable access to services across the population.
- #SP2030 active involvement in population level change relevant to communication as a human right, responding to multiple disadvantage and communication accessibility.
- Whole Class Phonological Awareness Program was an opportunity to give every child an optimal start to literacy acquisition including earlier identification.



## How we became involved in a school's curriculum and teaching of early literacy

- Principals as Literacy Leaders (PALS).
- PALS - six core elements; phonological awareness, phonics, oral language, vocabulary, fluency, and reading comprehension.
- ACER (2005) study 'National Enquiry into the Teaching of Literacy (Australia)'.

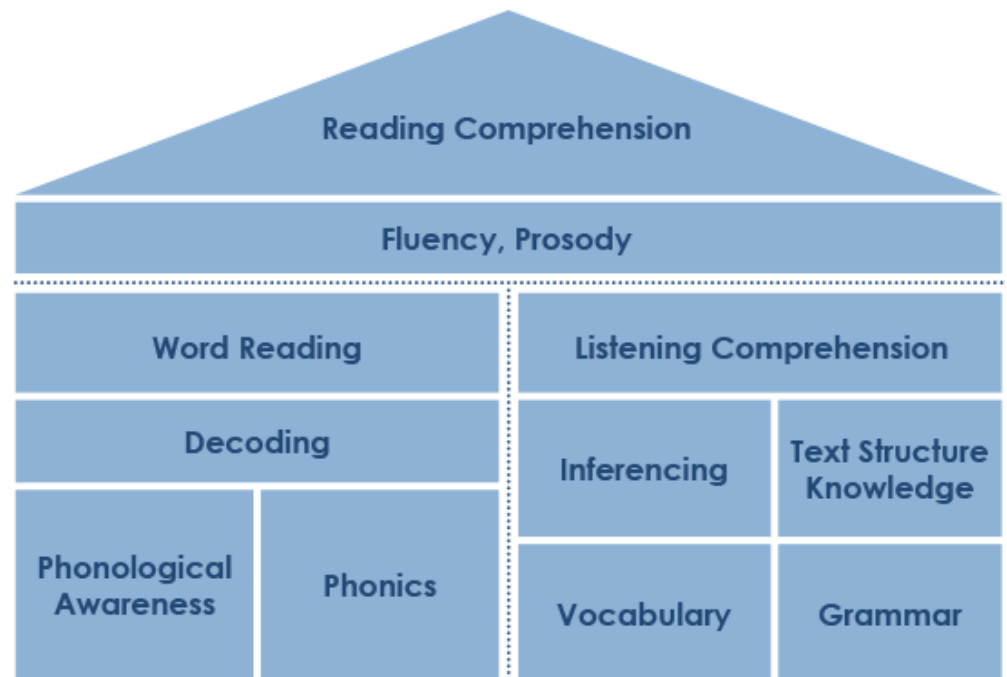
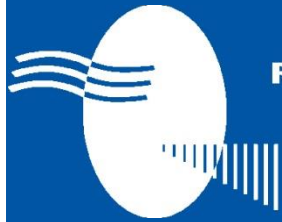
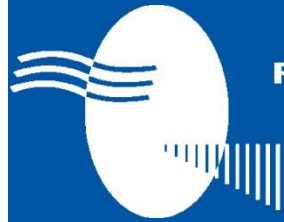


Fig 1. Model from Tiffany P. Hogan, PhD, CCC-SLP presented at the Speech Pathology Australia Conference, 2013. Modified by Speech Pathologist at Robyn Stephen & Associates.



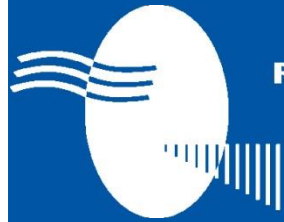
## How we became involved in a school's curriculum and teaching of early literacy

- High EAL cohort (56% in 2015) and highly motivated parents.
- Index of Community Socio-Educational Advantage (ICSEA) was above average in 2015.
- Hypothesised that literacy levels should be higher as measured on the NAPLAN.



## Explicit Phonological awareness teaching

- Curriculum gap in early literacy teaching was identified by Principal and Vice-Principal curriculum.
- School did not have explicit teaching of PA as part of their literacy program or mini-school plan for the teaching of literacy.
- Recognised that speech pathology - teacher collaboration would enrich the understanding and teaching of PA.
- Oral language teacher/consultant already at the school.



# Speech Pathology and Teacher Collaboration

## Stage 1

- **Planning project.** Collaboration with Principal and literacy leaders in school (1-2 meetings). Response to Intervention Model (RTI)

Tier 3 – 1:1 intervention for students who require intensive individualised intervention.

Tier 2 – Small group intervention for students who require additional support.

Tier 1 – Whole class level. Teacher professional development and weekly meetings.

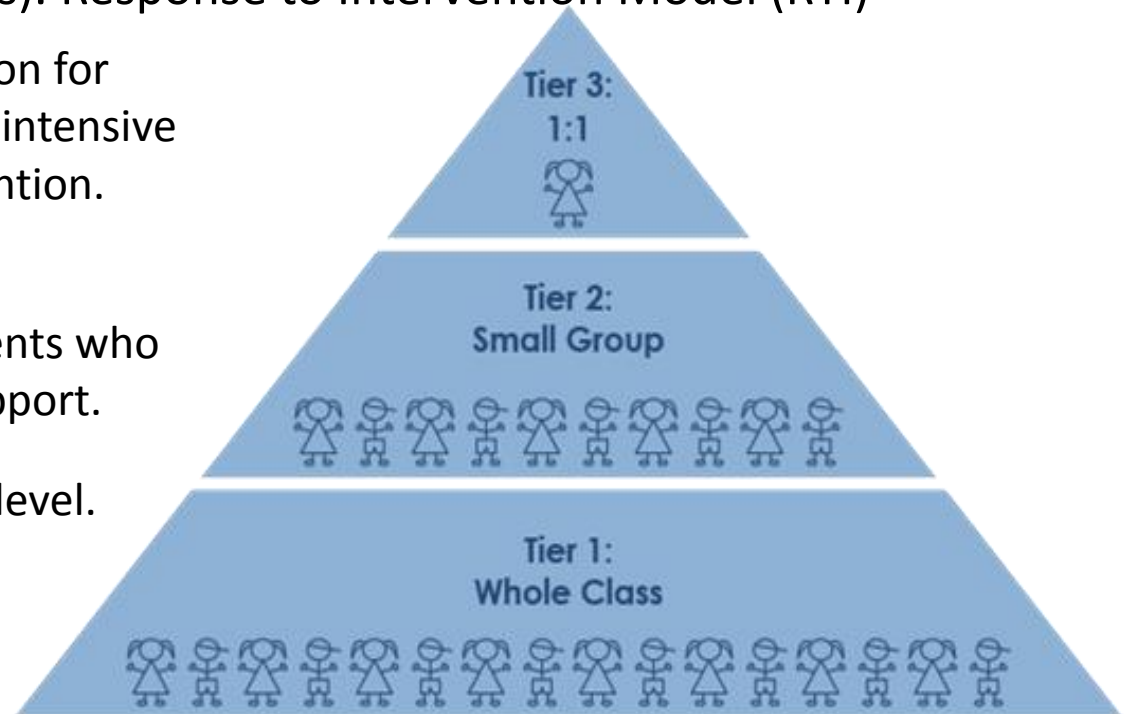
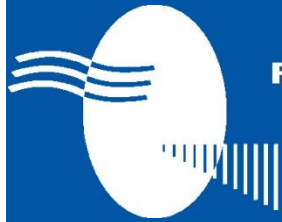


Fig 2. Response-to-intervention model

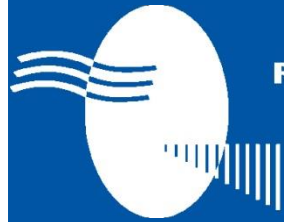




# Speech Pathology and Teacher Collaboration

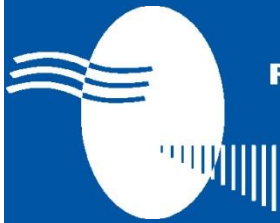
## Stage 1 cont.

- **PD with teachers (2 hours).**
  - Briefed on project plan
  - What is phonological awareness and why is it so important
  - Teachers tested on their own PA knowledge
  - Trained in SPAT-R administration
- **Student assessment.**
  - SP, SP students and teachers test Foundation students mid year

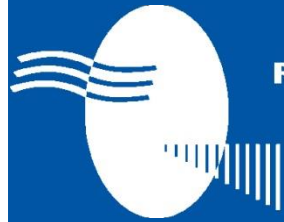


## Speech Pathology and Teacher Collaboration Stage 1 cont.

- **Model teaching and co-teaching.** Speech pathologist models/takes whole class focus group 15 minutes once a week for 4 weeks in each classroom. Late phonological awareness development.
- Themes included:
  - ***Articulators and Sounds***; Mr. Tongue's House and Artic teddy puppet.
  - ***Concept of first and last sounds***; Screen and musical instruments.
  - ***Initial sound awareness***; developmental steps; judgement, oddity, matching, sorting, production. Boxes of small toys.
  - ***Blending***; students line up and blend their sounds.
  - ***Short and long vowels***; Piano accordion.

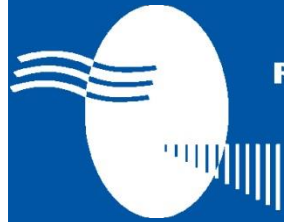


| Late Phonological Awareness<br>Name: _____   | Identifies Initial Sound<br>***   | Identifies Last Sound | Identifies Middle sound<br>vowel #   | Identifies Middle sound vowel # |
|--|---|-----------------------|--|---------------------------------|
| <b>Judgement</b> Students select Yes or No after judging whether or not the given stimuli e.g. begin with the same sound                           |   |                       |  |                                 |
| <b>Oddity</b> Students select the stimulus that does not belong to the given category e.g. Which word does not end with the same sound.            |   |                       |  |                                 |
| <b>Matching</b> Students match up e.g. pairs of words that contain the same <b>medial vowel</b>  |   |                       |  |                                 |
| <b>Sorting</b> Students sort an array of stimuli into categories e.g. groups beginning with the same first sound                                   |   |                       |  |                                 |
| <b>Production</b> Students think of and produce words according to given criteria e.g. " tell me a word that starts with 'g' "                     |   |                       |  |                                 |
| Blending   | Segmenting  |                       | Manipulation   |                                 |
| ***3 sound words ( at same stage as initial sound)<br>4 sounds with initial consonant blend c-l-a-p<br>4 sounds with final consonant blend l-a-m-p | # Segmenting 3 sound words ( at the same stage as middle sound) e.g. What are the sounds in 'cat'<br>4 sounds with consonant blends e.g. What are the sounds in 'clap' , ' lamp'. |                       | Students hold the stimulus in their working memory and 'act' on it in their mind. Parts of the word given must be removed, moved, or replaced to arrive at the answer. <b>e.g. 'snack' take away the 'n' is sack</b> |                                 |



## Speech Pathology and Teacher Collaboration Response to Intervention Model employed Stage 1 cont.

- **Model teaching and co-teaching.** Small group explicit teaching of PA for 4 weeks. Students fell into 4 distinct groups within each classroom according to SPAT-R results. Broadly around initial sound awareness, final sounds awareness, manipulation. Powerful element of program.
- **Weekly teacher PD and reflection** (1 hour) for 4 weeks; Content–Manner, place and voice of sounds, cued articulation, resources.
- **Program runs independently** SP reviews after a month (1 day).
- **Student reassessment** on SPAT-R at the end of the year.

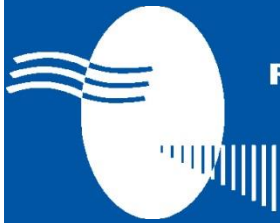


## Speech Pathology and Teacher Collaboration Stage 2

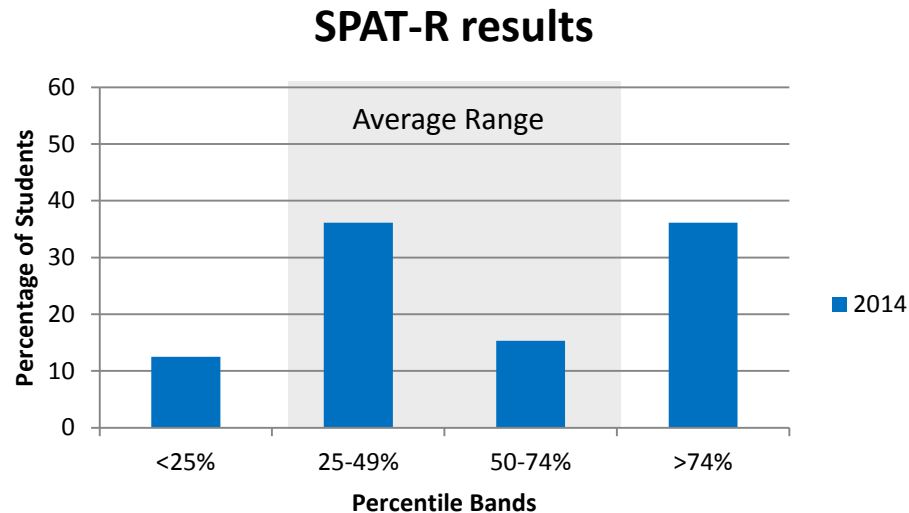
Program growth and extension in the following year.

Once a week ongoing (tier 1,2 and 3 intervention).

- **Steps as Stage 1** with Year 1 teachers and Year 1 students assessed mid and end of year.
- **Assessment** of new cohort of foundation students on the SPAT-R mid year and end of year.
- **SP conducts weekly small group intervention** for lowest groups on SPAT –R.
- **SP conducts weekly individual intervention** for students with complex speech and language challenges.

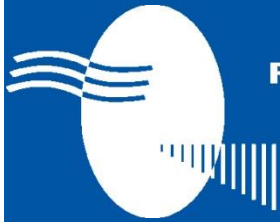


## Student Progress Results

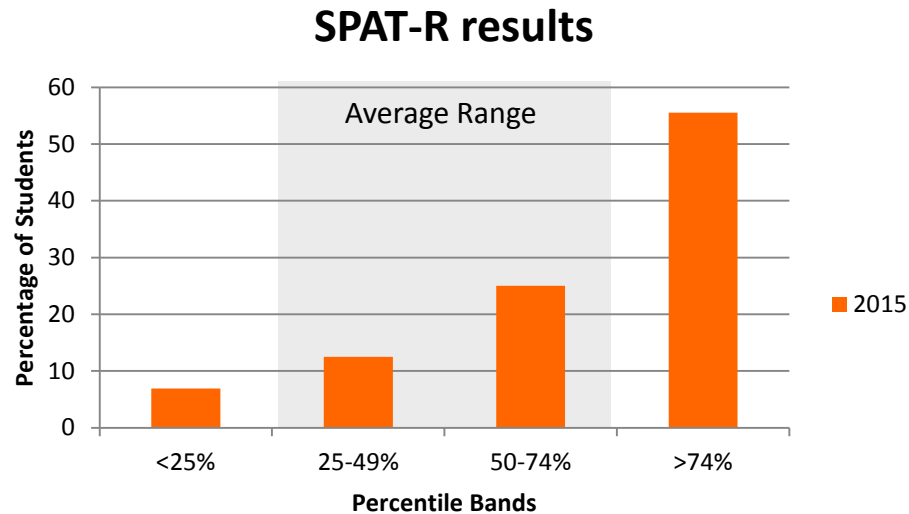


2014 - Prior to program commencement:

- Average student percentile rank was 57.9 (range 7 - >99)
- 48% of students in lower 50<sup>th</sup> percentile
- 52% of students in top 50<sup>th</sup> percentile

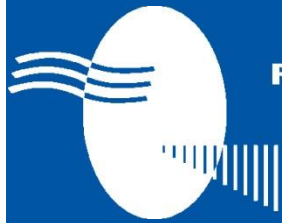


## Student Progress Results

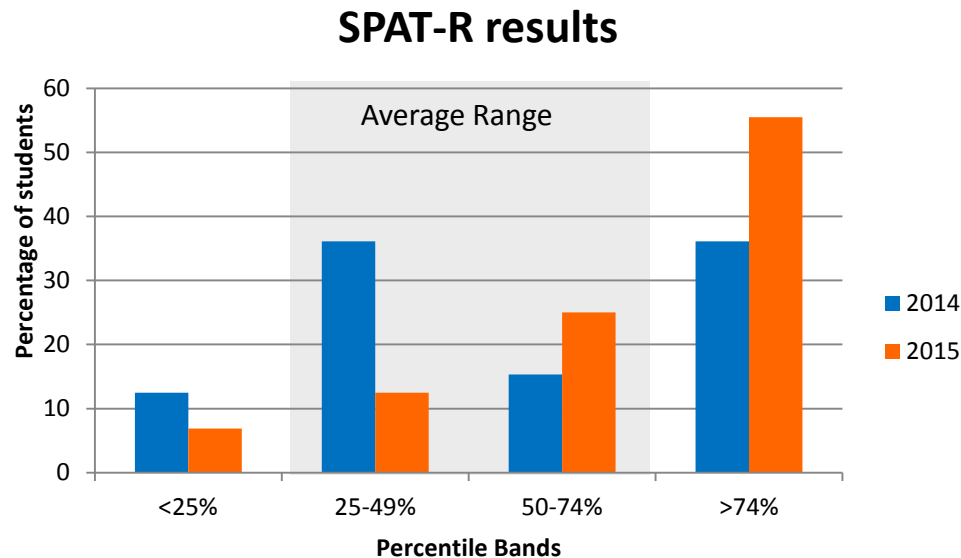


2015 – 1 year post program commencement:

- Average student percentile rank is 76.8 (range 20 - >99)
- 55% of students above the 74<sup>th</sup> percentile
- 80% of students above the 50<sup>th</sup> percentile

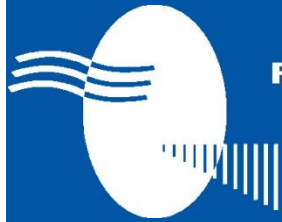


## Student Progress Results



- 2014: Average student percentile rank was 57.9 (range 7 - >99)
- 2015: Average student percentile rank is 76.8 (range 20 - >99)
- On average, students improved by a percentile rank of 17

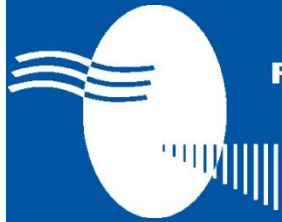




## Reflection

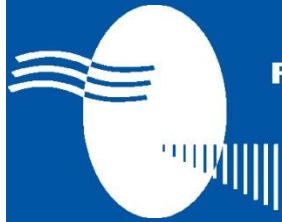
- Teacher engagement
- Assessment of reading levels
  - Initially reading recovery levels
  - Later, Castles & Coltheart Test (CC-2)
- CC-2 results
  - Regular words
  - Non-words
  - Irregular words





## Reflection

- Can't just deliver pieces of literacy training.
- Working with a wide range of abilities. Identifying diagnostic groups of children.
- Learning about how a classroom runs and how to engage and communicate with teachers.
- When teachers and speech pathologists work together then the students achieve the best outcomes.



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Thank you and good luck.

- Advocate for all students in schools.
- Presentation on our website [www.robynstephen.com.au](http://www.robynstephen.com.au)